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ABSTRACT

This manual presents a comparative analysis of New Jersey's requirements for "Thorough and Efficient" (T & E) education and the processes of Individually Guided Education (IGE). It is designed to provide guidance to IGE schools and districts in responding to specific program needs that might occur under the development of a T & E system at the district or school level of management. The contents of the manual are arranged in synoptic fashion, so that the requirements of the T & E process steps can be matched against the appropriate IGE responses/outcomes/objectives. Throughout the manual, T & E material is depicted on left-hand pages, and corresponding IGE material is depicted on right-hand pages. The appendix includes a synoptic glossary of parallel T & E and IGE terms, as well as bibliographic references for both T & E and IGE materials. These materials are coded by title throughout the manual. (Author/JG)

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T & E AND IGE

A MANUAL FOR IGE SCHOOLS TO USE IN RESPONDING TO THE REQUIREMENTS OF THOROUGH AND EFFICIENT EDUCATION

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EA 009 845

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In the late sixties, Individually Guided Education (IGE) was developed as a method to capitalize on both teacher and student individualities. It has gained wide recognition throughout the country and is flourishing in New Jersey. This publication presents a comparative analysis of T & E and IGE processes. Because T & E and IGE provide detailed procedures for educational improvement, there are striking parallels.

Resource materials and technical assistance in Individually Guided Education are available to school districts through Educational Improvement Centers. School districts may wish to avail themselves of these services as they plan instructional activities for improved student achievement.

Fred G. Burke
Commissioner of Education

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SECTION I

T & E and IGE:
A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education

Introduction

Individually Guided Education (IGE)[1] may be considered as a comprehensive and detailed program response to both the spirit and the letter of New Jersey's Public School Education Act of 1975 (18A:7A-1 through 33), and to the provisions of the New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8, Subchapters 2, 3, and 4.

IGE has particularly strong and pertinent responses to New Jersey's Educational Process Goals[2] (Subchapter 2), and to provisions for instruction (Subchapter 3.6).[3] IGE's comprehensive, nationally validated, and well documented procedures fill an important need in district responses to the T & E requirements. Additionally, the IGE materials and training programs provide thorough and efficient responses for eight of the nine T & E process steps.[4] IGE districts or districts implementing specific IGE outcomes/objectives, are well on the way to meeting T & E's compliance requirements.

More specifically, this Manual supports the contention that provisions for the individualization of instruction is mandated for all school districts in New Jersey under T & E (NJAC 6:8-2.1 through 6:8-4.4).

This interpretation focuses on the New Jersey Administrative Code's insistence that all instruction be pertinent to the assessed needs of each individual learner (6:8-3.4a). Implicitly the Code directs that no preference under the law may be exclusively directed to clusters of students at particular points on an achievement curve or spectrum. Rather, each student's learning needs are to be individually prescribed as a result of careful assessment/diagnosis (6:8-3.2, 3.5, 3.8, and 3.9).

Specifically the Code provides for "schools and classroom" organization and pupil assignment based upon individual pupil need (6:8-3.6:5).

The underlying support for the argument for individualizing instruction is in 6:8-3.5:9, i.e., to ". . .provide all pupils equal educational opportunity pursuant to law and regulation".

Additionally, the State's outcome and process goals focus state resources on all levels of student achievement. Specifically, 6:8-2.1C:1, 2, 3 and 5, focus on aspects of particular interest

to individualization: particularly 6:8-2.1C:1, "Instruction which bears a meaningful relationship to the present and future needs and/or interests of pupils;" C:8-2.1C:3, "Specialized and individualized kinds of educational experiences to meet the needs of each pupil", and C:8-2.1C.2 "Significant opportunities, consistent with the age of the pupil, for helping to determine the nature of the educational experiences for the pupil."

Of particular interest to those districts with established IGE programs is 6:8-2.1C.4, "opportunities for teaching staff members and pupils to make recommendations concerning the operation of the schools."

Sub-chapter 3:6:8-3.4 through 6:8-3.6:5 outlines with unmistakeable clarity the requirement that for education to be "thorough and efficient" it must be individualized. The law also makes it clear that equal educational opportunity requires an assessment of the individual learner's needs, and that programs of instruction provided be responsive to that particular learner's needs. Further the Law and Code insist that each district, school and classroom organization instigate such work as is necessary to address the needs of the normal and above-normal achievers, as well as those youngsters, who, for whatever reason, cannot function at minimal levels of achievement. In short, the implementation of IGE is the implementation of the critical ingredients of T & E.

The IGE materials/procedures focus on the "Outcomes" of /I/D/E/A/,[5] and the "Objectives" of the Wisconsin Research & Development Center for Cognitive Learning.[6] The chart which follows is designed to serve as a synoptic guide for the implementation of the T & E process steps using IGE materials.

The IGE practitioner will note with interest that the IGE outcomes and objectives are responsive to each of the T & E process steps, and are particularly helpful and comprehensively developed for the process steps dealing with pupil assessment, program selection, instruction and evaluation. Additionally the IGE materials address the critical implementation requirements of 6:8-3.6 on instruction. This component is clearly the center, core or critical point in the implementation of the entire "Thorough and Efficient" system, and, as such, addresses most comprehensively the instructional issues raised in the T & E Comprehensive Planning Handbook.[7]

Finally, the IGE practitioner will note that the Manual is an exhaustive cross reference to all the T & E and IGE materials.

THE T&E STEPS AND ICE RESPONSES

T&E "What"[8] Statements 6:8-3.1-8		/I/D/E/A Outcomes (Code I)	Wisconsin R & D Objectives (Code W)
3.1	Planning for district/program needs and objectives	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 15, 60, 72
3.2	Goal Setting	3, 4a, 4b, 5, 7, 23, 25, 27, 31	11, 14
3.3	Educational Objectives	16	18, 19, 21, 22, 23, 24, 25, 33
3.4	Pupil Assessment	14, 16, 17, 22, 26, 34	20, 27, 28, 34, 35, 38, 39, 55, 59, 75
3.5	Selecting Programs	7, 17, 23, 24, 27, 29, 35	11, (12), 13, 18, 19, 20, 21, 22, 23, 29, 35, 38, 39, 68, 69
3.6	Implementing Goals/ Objectives	3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 29, 30, 31, 32, 33, 34, 35	13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 26, 28, 29, 32, 33, 35, 36, 37, 39, 40, 42, 43, 44, 45, 46, 47, 48, 49, 50, 52, 53, 54, 56, 57, 58, 59, 60, 61, 62, 63, 64, 66, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78
3.7	Evaluation	14, 18, 26, 27, 31, 32, 33, 34	24, 25, 27, 30, 31, 41, 51, 55, 65, 67, 70, 71, 74, 75, 77
3.8	Basic Skills	(Please see Outcomes for 3.4, 3.5)	

Using the Manual

This Manual was designed to provide guidance to IGE schools/districts in responding to a specific program need that might occur under the development of a T & E system at the district or school level of management. The contents of the Manual have been arranged in synoptic fashion in order that the requirements of the T & E process steps can be shown over against the IGE responses/outcomes/objectives. The T & E material is depicted on the left hand page, and the IGE material is matched to it on the right hand page.

Appendices have been included which identify complete bibliographical references for both T & E and IGE materials. These materials are coded by title throughout the document, e.g., P:1-3 means "Primer", pages one through three, etc. Also, a synoptic Glossary has been included showing parallel terms and their definitions.

The flow chart of the generic T & E planning and implementation model which follows cross references three related sets of materials. The activity has an arabic sequence number, e.g., 1, 2, 3, etc. which refers to the actual number of steps in the process. Each step is also referenced to the Code by a four digit number, e.g., 6:8-3.1, etc. Finally, each step which is described in the document on Comprehensive Planning (pp 16-20) is indicated with a Roman numeral.

The symbol (F) refers to opportunities for recycling or feedback to earlier steps based on the results of assessment or evaluation.

Steps I, II and III in the aggregate represent the total activities necessary to the conduct of needs assessment, whether based on individual or programmatic needs.

Activities enclosed by ovals are preparatory and/or review procedures which do not have detailed procedures in the T & E materials. Activities enclosed in rectangles are those for which there are detailed procedures and corresponding "Compliance Checkpoints".[9]

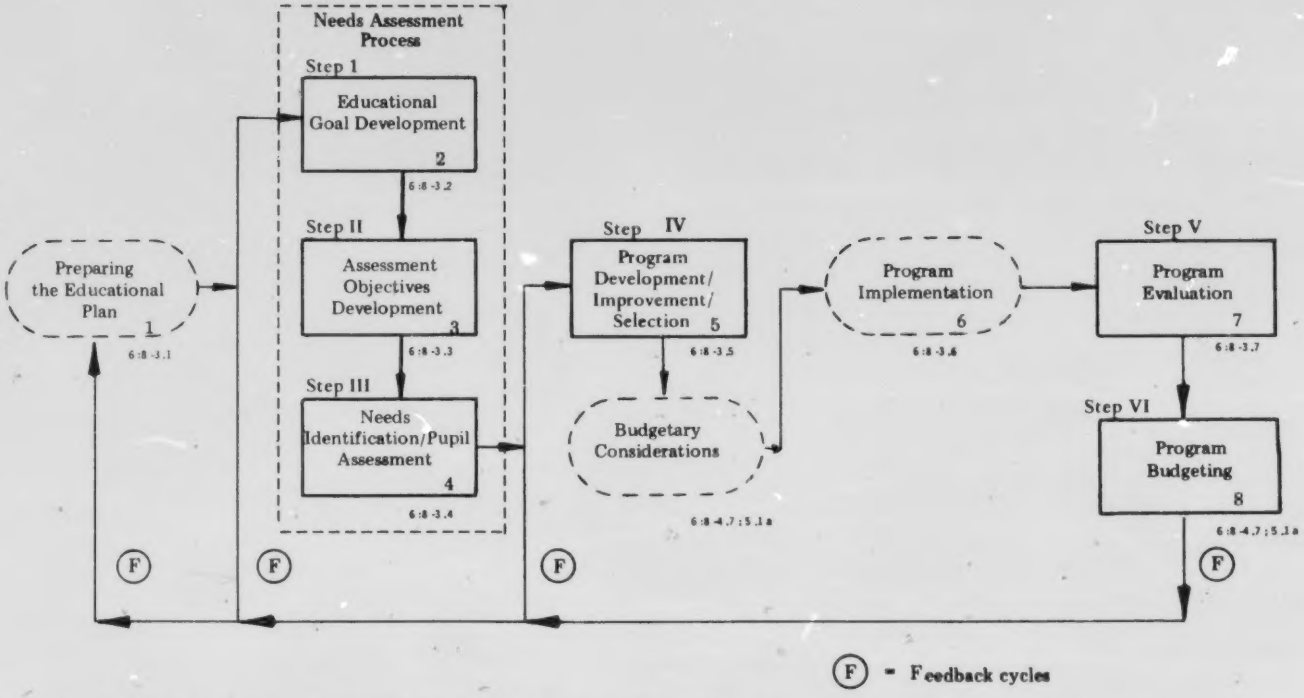
The flow chart does not include the process step for the implementation of Basic Skills (6:8-3.8), since this function is considered an integral part or subcomponent of all the eight process steps. Implementation requirements for Basic Skills have been included and referenced in the narrative materials which follow. Thus there are a total of nine process steps in the T&E

model, but only eight appear on the flow chart as sequenced procedures.

Comparing the Two Systems

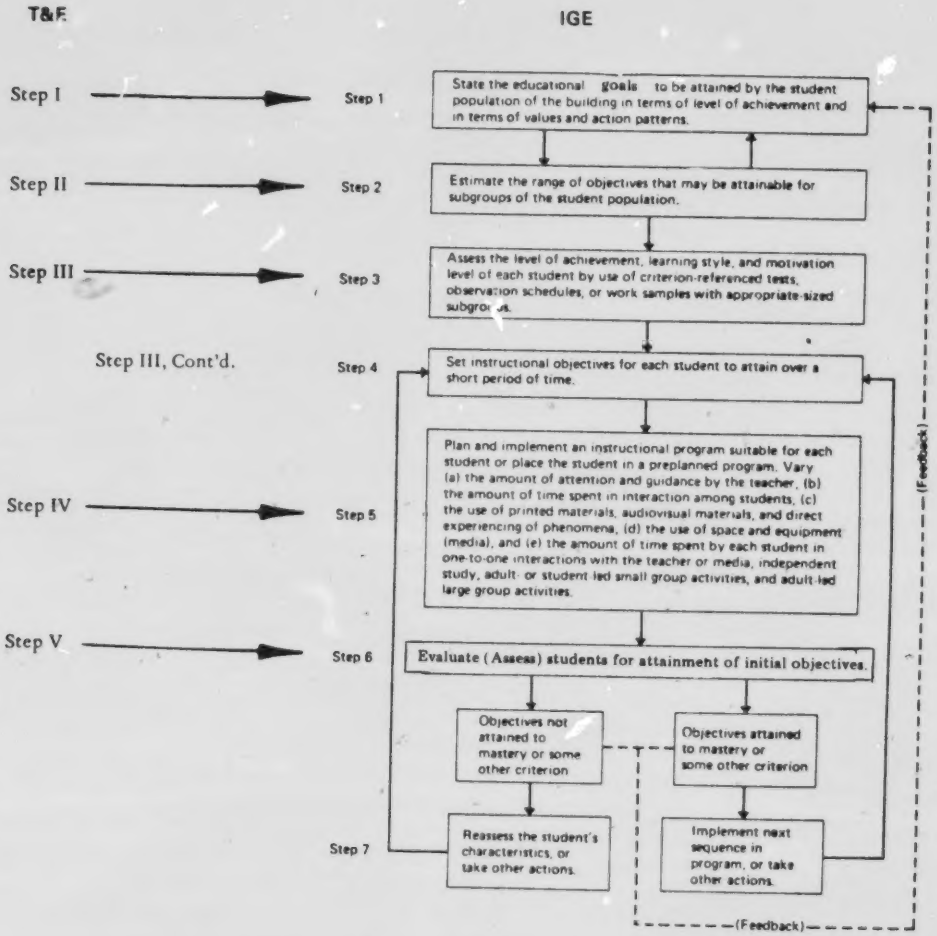
The pie charts which follow identify the distinctive segments of T & E and IGE. While the segments in the T & E chart are primarily sequential, i.e., 3.1 through 3.8, etc., such is not the case with the segments of IGE. Therefore to respond to the T & E requirements IGE personnel will have to identify their planned or completed "outcomes/objectives" and relate them, outcome by outcome, to the appropriate T & E requirements. Please note page 4 for IGE outcomes/objectives responsive to particular T & E management requirements. Again, it is interesting to note that the particular strengths of the IGE procedures are largely addressed to those T & E processes which lack extensive implementation suggestions in the official T & E sources. As such, IGE is one program response which may augment and enrich the intent and the purpose of the T & E legislation.

GENERIC PLANNING MODEL FOR THE
IMPLEMENTATION OF T&E
(SUBCHAPTER 3)



Please Note: The Basic Skills process step (6:8-3.8) does not appear as a free-standing component since it is an integral part or sub-component of each of the eight steps shown.

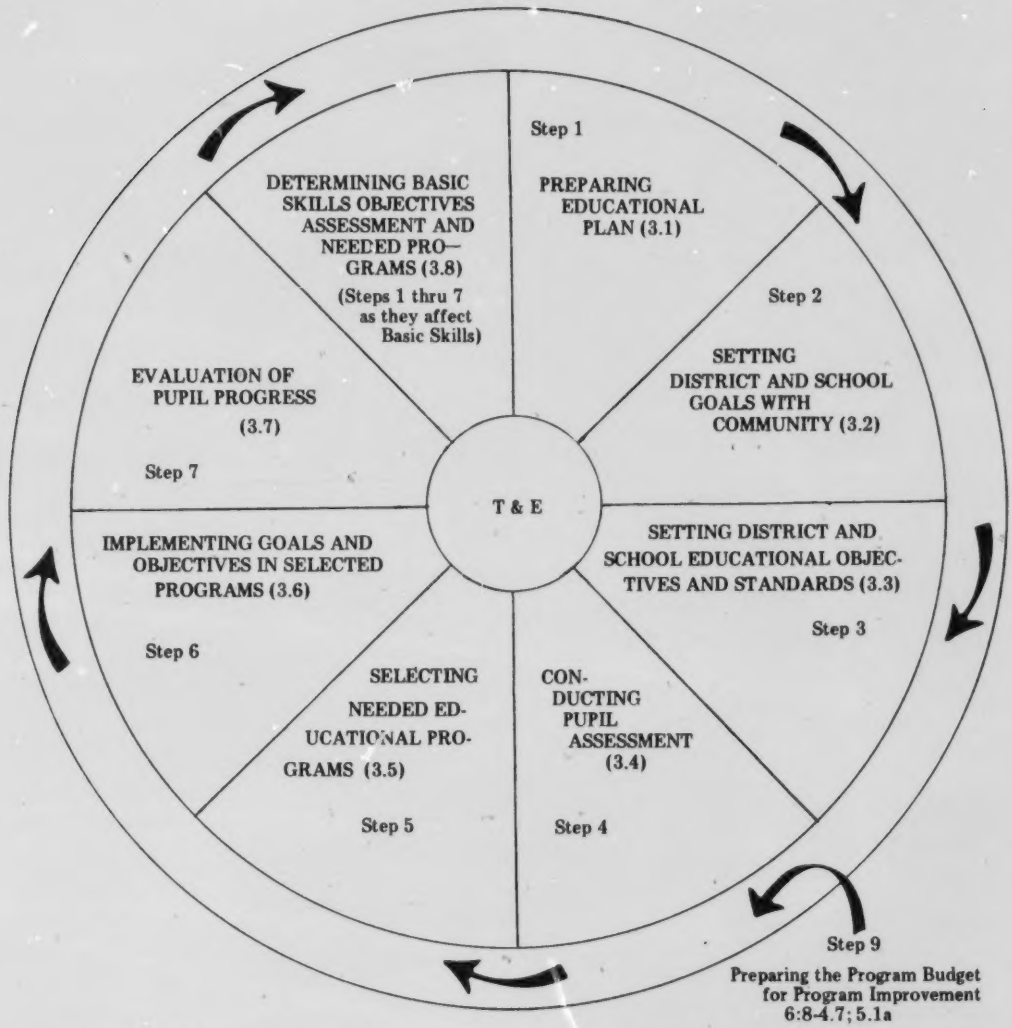
THE RELATIONSHIP OF THE T AND E AND IGE PROCESS STEPS


T&E
IGE
Step I
Step 1
State the educational goals to be attained by the student population of the building in terms of level of achievement and in terms of values and action patterns.
Step II
Step 2
Estimate the range of objectives that may be attainable for subgroups of the student population.
Step III
Step 3
Assess the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, or work samples with appropriate-sized subgroups.
Step III, Cont'd.
Step 4
Set instructional objectives for each student to attain over a short period of time.
Step IV
Step 5
Plan and implement an instructional program suitable for each student or place the student in a preplanned program. Vary (a) the amount of attention and guidance by the teacher, (b) the amount of time spent in interaction among students, (c) the use of printed materials, audiovisual materials, and direct experiencing of phenomena, (d) the use of space and equipment (media), and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities, and adult-led large group activities.
Step V
Step 6
Evaluate (Assess) students for attainment of initial objectives.
Objectives not attained to mastery or some other criterion
Objectives attained to mastery or some other criterion
Step 7
Reassess the student's characteristics, or take other actions.
Implement next sequence in program, or take other actions.
(Feedback)
(Feedback)

Klausmeier, H.J., "Individually Guided Education: An Alternative Form of Schooling." In H. Talmage's (ed) Systems of Individualized Education. National Society for the Study of Education Series on Contemporary Educational Issues. Berkeley: Mc Cutchan, 1975.

ORGANIZATIONAL COMPONENTS OF A
THOROUGH AND EFFICIENT
EDUCATIONAL SYSTEM

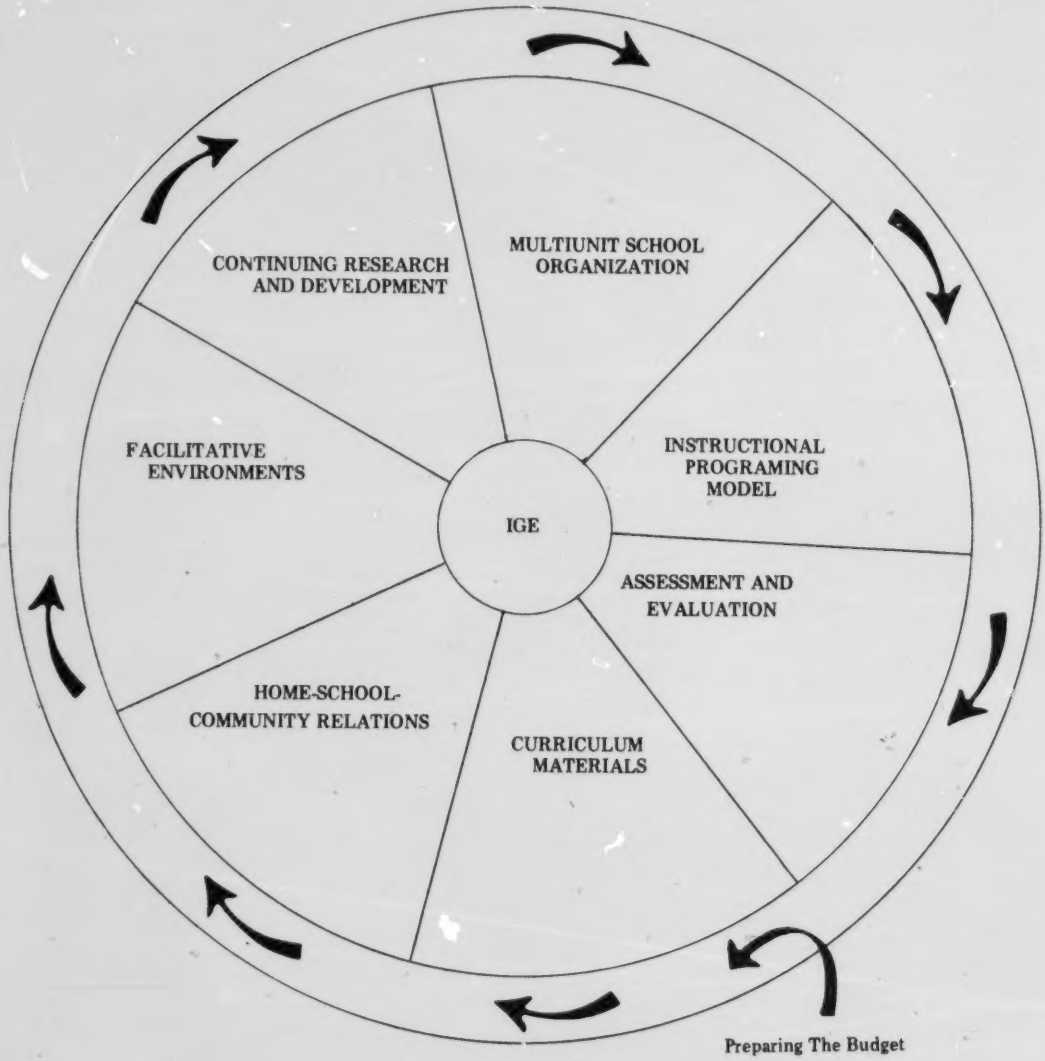
T & E: SUBCHAPTER 3: STANDARDS AND PROCEDURES
6:8-3.1-8


Step 1
PREPARING EDUCATIONAL PLAN (3.1)
Step 2
SETTING DISTRICT AND SCHOOL GOALS WITH COMMUNITY (3.2)
SETTING DISTRICT AND SCHOOL EDUCATIONAL OBJECTIVES AND STANDARDS (3.3)
Step 3
CONDUCTING PUPIL ASSESSMENT (3.4)
Step 4
SELECTING NEEDED EDUCATIONAL PROGRAMS (3.5)
Step 5
IMPLEMENTING GOALS AND OBJECTIVES IN SELECTED PROGRAMS (3.6)
Step 6
EVALUATION OF PUPIL PROGRESS (3.7)
Step 7
DETERMINING BASIC SKILLS OBJECTIVES ASSESSMENT AND NEEDED PROGRAMS (3.8)
(Steps 1 thru 7 as they affect Basic Skills)
T & E
Step 9
Preparing the Program Budget for Program Improvement
6:8-4.7; 5.1a

NINE COMPONENTS OF THOROUGH AND EFFICIENT EDUCATION

"PRIMER", pp. 37-39

ORGANIZATIONAL COMPONENTS FOR AN
INDIVIDUALIZED EDUCATIONAL PROCESS



SEVEN COMPONENTS OF INDIVIDUALLY GUIDED EDUCATION

Comparing Compatible Procedures Between the Two Systems

The Manual has been designed to identify procedures in both systems (T & E and IGE). Compatible procedures are placed on the pages facing one another. Blank spaces indicate that the system has no corollary procedures.

The authors of the Manual have expanded the narrative of the official documentation on T & E to describe in more detail the steps necessary for the completion of each component. Readers are encouraged to make continual reference to the documents in the "Educational Planning in the Local School District" series (EPLSD). Each major step in both the T & E and IGE process is then referenced to appropriate documentation. Both systems have overlapping documentation on each process step, hence there are often several references for the same step. Each reference should be reviewed.

FOOTNOTES

1. The State of New Jersey has a comprehensive delivery system to diffuse IGE throughout the State - - Office of New Careers in Education (NCE)

2. Please see Primer, Page 37

3. Ibid., P. 39

4. IGE Practices and Procedures do not include provisions for program budgeting

5. /I/D/E/A/ -- the Institute for Development of Educational Activities is the educational affiliate of the Charles F. Kettering Foundation, and the Wisconsin Research and Development Center for Cognitive Learning, conduct separate, but parallel efforts in the diffusion of IGE

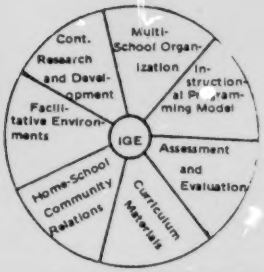
6. Please see Appendices D and E for detailed listing of "Outcomes" and "Objectives"

7. Please see the Bibliography, Appendix A1.0 pp. 53-71

8. T&E "What" Statements

9. Please see "A self-evaluation checklist for Mandated Programs" with special reference to Pages 2 through 13.

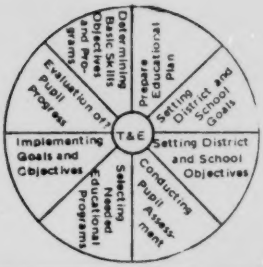
SECTION II



Component Planning for District/Program Needs and Objectives

T & E

REF	PREPARATION	STRATEGIES
A:37 6:8- 3.1	Collect, review and analyze the T&E materials listed in the Bibliography; study Chapter 212 and Primer	Central Office Staff review and analyze the T&E legislation and the Administrative Code as set forth in Primer. CP:1-5; CP:11-14
B 16- 20	Review the six T&E steps (The "What" statements) and the IGE Outcomes. Note also the "General Concerns" listed on B:22.	Review "Planning Questions: First Steps" CP:9f Review "A Self Evaluation Checklist for Mandated Programs" SEC:2-3 Note sequence of components in Flowchart (Appendix B) and pie diagram (Appendix B-1) Review "Roles and Responsibilities of Boards of Education relative to Thorough and Efficient Legislation" RR
	Obtain Board commitment to preliminary action plan	Prepare district's preliminary planning requirements CP
	Select T&E Coordinator	Specify responsibilities of Planning and Management Team CP:11
	Select members of district Steering Committee	Review "Instructions for Completing Reporting Forms" and the forms themselves RF
	Prepare district's T & E Management Plan	Specify responsibilities of management personnel CP:25; RR:1b



Component Planning for District/Program Needs and Objectives

IGE

REF	PREPARATION	STRATEGIES
/I/D/ E/A/ IG	IGE Outcomes No. 1, 2	1. Read Print Documents Implementation Guide IG: (Entire Book) Unit Operations and Roles UOR: (Entire Book) IDEA's Guide to an Improvement Program for Schools GI: (Entire Book) The Learning Environment LE: 16-19 The Learning Community LC: 17-19, 39-40, 178 The School S: 15-16, 52-63, 92, 95-96 The League L: 8-30, 32-44, 62-63 The "We Agree" Workshop WA: 45-47, 51-55 View Films-Filmstrips One At A Time Together (F) OAT IGE Implementation (FS) IGEI Somebody Special (F) SS Learner's Choice (FS) LC Implement, Improve, Innovate (FS) III: (Part I) Implement, Improve, Innovate (FS) III-II: (Part II) Working Together (FS) WT

Component Planning for District/Program Needs and Objectives

T & E

REF	PREPARATION	STRATEGIES
		Review planning questions and local considerations in New Jersey School Board's publication (RR) RR:1. 7-1.9
		Specify responsibilities of the Board of Education RR: 1:13; 1:18
		Steering Committee identifies "entry point" into the T&E planning system; collects documentation to validate any completed components; (See "what" statements in Comprehensive Planning) CP:16, 17, 18, 19, 20
	Steering Committee presents overview of T&E process as result of materials analysis to Board Administrative and teaching staff and community	Respond to "Planning Questions" CP: 9-10
		Review "Basic Skills" document (6:8-3.8) CP:11; C: -1-16
	Design and implement a communications network between the LEA management team, the schools and the community	Assign Work Group(s) to review relevant models in Modelog M-20, 26, 28, 31, 34, 37, 39
A:38 6:8-3.2a & b	Design/adopt and implement community involvement plan (6.8-3.2a & b)	N.J.S.A. (18A. 7A-5b) SEC: 3
		Review "Community Participation" document CP: 26 (C in toto)

Component Planning for District/Program Needs and Objectives

IGE

REF	PREPARATION	STRATEGIES
Wisc. R&D Guidelines	IGE Objectives Nos. 1-10, 15, 60, 72	Read Print Documents Guidelines for Implementation GI: 1-30, Chapter 1-2 IGE Concepts & Practices CP: 1-24, Chapter 1 Performance Objectives Resource Fils RF View Films-Filmstrips IGE for All Children (F) IGEAC Think Kids (F) TK Simulations Establishing a School Philosphy ESP
SRF/ UW Tcher Educ.		Read Print Documents The Teacher & IGE TIGE: Chapter 1-2 & I.G. Child Development & IGE CDIGE: Chapter 2 & I.G. Objective-Based Reading OBR: Chapter 1 & I.G. Individually Guided Mathematics IGM: Chapter 1 & I.G. Individually Guided Science IGS: Chapter 1 & I.G. Individually Guided Social Studies IGSS: Chapter 1 & I.G. Unit Leader & IGE ULI: Chapter 1-2 & I.G. Principal & IGE P: Chapter 1&3 & I.G. View Films-Filmstrips Parents Want to Understand (F) PU

Component Planning for District/Program Needs and Objectives

T & E

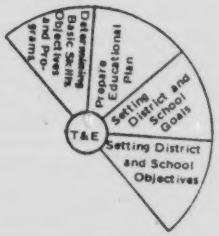
REF	PREPARATION	STRATEGIES
		Steering Committee appoints Work Group to identify plan for community participation in Goal Setting (and succeeding components of the District's T & E plan) See also "Workbook: School Public Relations and the Management of Information and Communications". Region VIII, Education Service Center, Box 1258, Mount Pleasant, Texas 75455 County Office and or Contact your EIC for technical assistance in communications design work. "Planning Kit: Phase I: Comprehensive Development Process Kit" At a minimum identify publics to be addressed; persons responsible for dissemination and analysis of feedback, and procedures for sharing information between schools and community. Answer "Compliance Checkpoints" SEC: 2-3 Steering Committee requests review and approval from County Office and/or technical assistance from C.O. and/or EIC.

NOTES

Component Goal Development

T & E

REF	GOAL DEVELOPMENT	STRATEGIES
A:38	District adopts educational goals	Steering Committee and/or work group reviews goal-setting models and presents recommendations to Steering Committee. See also EIC South's "A Goal Setting Process" CP:16-17; M:16-50; CP:38-43; RR:3-12 3.24
B:16	The district develops a plan and a calendar for developing district and school goals with involvement of teachers, staff members, administrators, board members, pupils, parents and other citizens.	Relate community involvement plan to Goal Setting models/procedures adopted C:1-15; CP:46-47 Review New Jersey's Outcome & Process Goals (A:36-37) CP:44-45
	Prepare Community Profile by collecting context information Steering Committee assigns work groups to collection tasks specified in district's plan	1. History of district/school (What have been the major influences in the major influences in the development especially within the last ten years?) CP:16, 22-26-29-31-35-37 RR:3.3; 3.10 2. Physical description of district/school. (What are the physical characteristics of the district/school?) 3. Demography (Age Groups, Sex, Race, Educational Level, Language, Occupation, Income Population Projection) 4. Economics. (What are the major influences upon the monetary structure of the district/school?)


Determining Basic Skills Objectives and Programs
Prepare Educational Plan
Setting District and School Goals
T&E
Setting District and School Objectives

Component Goal Development

IGE

REF	GOAL DEVELOPMENT	STRATEGIES
/I/D/ E/A/ IG	IGE Outcomes No. 11, 20, 33	1. Read Print Documents Unit Operations & Roles UOR: 34 Learning Program LP: (Entire Book) The Learning Environment LE: 31-32, 116-119, 184, 185 190, 193, 201-205 The Learning Community LC: 53-59, 83, 85, 124-129, 180 The School S: 29-31, 76-78, 123 11. View Films-Filmstrips The Meeting (F) M The IGE Planning System (FS) IPS Managing the IGE Learning Program I (FS) MLP-1 Managing the IGE Learning Program II (FS) MLP-II Managing the IGE Learning Program III (FS) MLP-III Planning & Managing IGE (FS) PM-I The Special Resource Teacher in an IGE School (FS) SRT

Component Goal Development

T & E

REF	GOAL DEVELOPMENT	STRATEGIES
		5. Political Structure. (What are the factors that determine district/ school policy?) 6. School Services in community. (What services are available to the district/ school from other agencies?) 7. Other educational agencies. (How do other educational agencies influence the district/school? How dies the district/school influence other educational agencies?) Implement goal-setting and goal analysis process with community, administrators, teachers and students. (See "Goal Analysis" B:68-69) CP:34; C:5-17; RR:3.10-3.24 Review selected goals against N.J.'s Outcome and Process goals and categorize for presentation Review Format for recording Progress toward educational goal attainment CP:91 Present selected goals from goal-setting process to community, et al, for comment and validation
	Steering Committee presents validation goals to Board for review and approval; approval entered in Board Minutes	Steering Committee requests review and approval from County Office and/or technical assistance from C.O. and/or EIC.

Component Goal Development

IGE

REF	GOAL DEVELOPMENT	STRATEGIES
		20. Read Print Documents Assessment A (Entire Book) Color Me IGE CM The Learning Environment LE: 162-167, 179-181 The Learning Community LC: 56-57, 155-156, 160-163 183 The School S:27, 49 20. View Films - Filmstrips Somebody Special (F) SS Managing the IGE Learning Program I (FS) MLP-I Managing the IGE Learning Program II (FS) MLP-II Managing the IGE Learning Program III (FS) MLP-III IGE: A Reach for Tomorrow (FS) RT Building the IGE Learning Program (FS) BLP The Fourth R (FS) F Planning & Managing IGE (FS) PM-III Part III Planning & Managing IGE (FS) PM-IV Part IV Planning & Managing IGE (FS) PM-V Part V Learners Choice (FS) LC

NOTES

Component Goal Development

IGE

REF	GOAL DEVELOPMENT	STRATEGIES
		33. Read Print Documents The Learning Environment LE: 36-38 The Learning Community LC: 188 The School S: 106-110, 123, 134-138 The League L: 69 Principal's Handbook PH: 31-34 33. View Films-Filmstrips Organized for Learning (FS) OL Keeping It Together (FS) KT Many Voices (FS) MV
Wisc. R&D Guide-lines	IGE Objectives Nos. 22 and 23	Read Print Documents Guidelines for Implementation GI: Chapter 4 53-65 IGE Concepts & Practices CP: Chapter 3 51-54 Performance Objectives Resource File RF View Films-Filmstrips Instructional Programming in IGE (FS) IP Simulations Establishing A Systemwide Program Committee ESPC Establishing Decision-Making Guidelines for the IIC EDM

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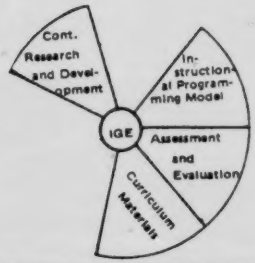
Component Goal Development

IGE

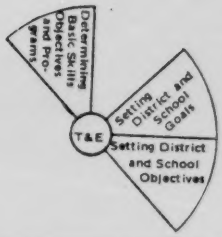
REF	GOAL DEVELOPMENT	STRATEGIES
SRF/ UW Tcher. Educ.		Read Print Documents Objectives-Based Reading OBR: Chapter 2 & I.G. Individually Guided Mathematics IGM: Chapter 2 & I.G. Individually Guided Science IGS: Chapter 2, 3, 4 & I.G. Individually Guided Social Studies IGSS: Chapter 2 & I.G. Unit Leader & IGE ULI: Chapter 10-11 & I.G. Child Development & IGE CDIGE: Chapter 1 & 8 & I.G. View Films-Filmstrips Individually Guided Reading (FS) IGR Children Learn Mathematics (F) CLM Children Learn Science (F) CLS Children Learn Social Studies (F) CLSS



Component Assessment Objectives

T & E

REF	ASSESSMENT OBJECTIVES	STRATEGIES
A:38	Develop assessment objectives for each of the adopted outcomes and process goals (6:8-3.3) (6:8-3.8)	Steering Committee assigns work groups by a) district; b) by school, and by c) program, with task descriptions and due dates CP:17; CP:49-50; BS:2-3; CP; SEC: 4-5; BS:6-12
B:17	The district specifies in writing, objectives/goals indicators, and indicates the level of student achievement desired.	Work groups assemble existing pupil and program assessment data (e.g., E.A.P. printouts, other test data, et al) (6:8-3.8a) Work groups review models for assessments; models presented to Steering Committee for review and approval. M:68; M:52-105
	Steering Committee adopts assessment model(s)	Work groups review existing objectives banks pertinent to goals M: 107-138 Work groups identify elements or indicators for each of the goals; establish standards for each of the indicators for use in assessment BS: 18-20 Assessment objectives submitted to Steering Committee for review and approval
	Steering Committee reviews/ modifies/revises and adopts assessment objectives	


Determining Basic Skills Objectives Pre-Test
Setting District and School Goals
T&E
Setting District and School Objectives

Component Assessment Objectives

IGE

REF	ASSESSMENT OBJECTIVES	STRATEGIES
/I/D/ E/A/ IG	IGE Outcomes No. 12, 13, 19, 21, 29	12. Read Print Documents: Unit Operations & Roles UOR 16 Learning Program LP: (Entire Book) The Learning Environment LE: 28-25, 168-199, 201-205 The Learning Community LC: 48-51, 80-83, 93-98, 131, 135-146, 153, 161-166, 181 The School S: 30-31, 60-63, 69-70, 79, 89, 123-124 12. View Films-Filmstrips The Meeting (F) M The IGE Planning System (FS) IPS Planning & Managing IGE (FS) PM-I Planning & Managing IGE II (FS) PM-III Planning & Managing IGE V(FS) PM–V The Special Resource Teacher in an IGE School (FS) SRT 13. Read Print Documents: Unit Operations & Roles UOR: 34-35 Learning Program LP: 19-20 The Learning Environment LE: 83-84, 201-205

Component Assessment Objectives

T & E

REF	ASSESSMENT OBJECTIVES	STRATEGIES
		Work groups directed to develop a plan for assessing each pupil upon entrance to the school system and thereafter in basic communication and computational skills (6:8-3.8b) BS Steering Committee responds to Compliance Checkpoints SEC: 4, 5, 6 Steering Committee requests review and approval from County Office and/or technical assistance from C.O. and/or EIC

Component Assessment Objectives

IGE

REF	ASSESSMENT OBJECTIVES	STRATEGIES
	IGE Outcomes No. 12, 13, 19, 21, 29	19. View Films-Filmstrips Managing the IGE Learning Program I (FS) MLP-I Managing the IGE Learning Program II (FS) MLP—II Managing the IGE Learning Program III (FS) MLP-III The IGE Planning System (FS) IPS Performance Testing & Observation (FS) PTO The Fourth R (FS) F Planning & Managing IGE II (FS) PM-II Planning & Managing IGE III (FS) PM-III Planning & Managing IGE IV (FS) PM-IV Planning & Managing IGE V (FS) PM-V Planning & Managing IGE VI (FS) PM-VI The Special Resource Teacher in an IGE School (FS) SRT 19. Read Print Documents: Learning Styles LS (Entire Book) The Learning Environment LE: 105-106, 120-136, 201-205 The Learning Community LC: 58-59, 152-165, 186 The School S: 48, 79-80

Component Assessment Objectives

IGE

REF	ASSESSMENT OBJECTIVES	STRATEGIES
		The Learning Community LC: 55-59, 130-134, 180 The School S: 24, 48, 127, 129 The League L: 55-56 13. View Films & Filmstrips The Meeting (F) M Somebody Special (F) SS Planning & Managing IGE I (FS) PM-I Planning & Managing IGE II (FS) PM-II Planning and Managing IGE III (FS) PM-III Learner's Choice (FS) LC The Special Resource Teacher in an IGE School (FS) SRT Improvement Processes (FS) IP Building the IGE Learning Program (FS) BLP The IGE Planning System (FS) IPS Managing the IGE Learning Program I(FS) MLP-I Managing the IGE Learning Program II (FS) MLP-II Managing the IGE Learning Program III (FS) MLP-III

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Component Assessment Objectives

IGE

REF	ASSESSMENT OBJECTIVES	STRATEGIES
		The IGE Learning Program (FS) LP 21. Read Print Documents Learning Styles LS: (Entire Book) The Learning Environment LE: 137-149 The Learning Community LC: 152-166, 183 The School S: 48 21. View Films-Filmstrips Managing the IGE Learning Program I (FS) MLP-I Managing the IGE Learning Program II (FS) MLP-II Managing the IGE Learning Program III (FS) MLP-III The IGE Planning System (FS) IPS Performance Testing and Observation (FS) PTO Special Resource Teacher in an IGE School (FS) SRT The Fourth R (FS) F Planning & Managing IGE III (FS) PM-III Planning & Managing IGE IV (FS) PM-IV

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Component Assessment Objectives

IGE

REF	ASSESSMENT OBJECTIVES	STRATEGIES
		29. Read Print Documents Learning Program LP: 61-63 Color Me IGE CM: The Learning Environment LE: 63-65, 82-83, 135, 163, 167, 196 29. View Films-Filmstrips Somebody Special (F) SS Learner's Choice (FS) LC Planning & Managing IGE V (FS) PM-V Planning & Managing IGE IV (FS) PM-IV Planning & Managing IGE III (FS) PM-III Managing the IGE Learning Program I (FS) MLP-I Managing the IGE Learning Program II (FS) MLP-II Managing the IGE Learning Program III (FS) MLP-III
Wisc. R&D Guide-lines	IGE Objectives Nos. 18, 19, 24, 28, 33, 38, 39	Read Print Documents Guidelines for Implementation GI: 91-126, 127-129 IGE Concepts Practices CP: 55-70, 145-234 Performance Objective Resource File RF View Films-Filmstrips Instructional Programming in IGE (FS) IP

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Component Assessment Objectives

IGE

REF	ASSESSMENT OBJECTIVES	STRATEGIES
		Assessment in IGE AIGE
		Simulations
		Improving Instructional Practices IIP
		Using the Performing Objectives in Implementing IGE UPO
SRF/ UW Tcher. Educ.		Read Print Documents
		The Teacher & IGE TIGE: Chapter 4 (and I.G. Instructors Guide for Corresponding Chapter)
		Objective Based Reading OBR: Chapter 3-6 (and I.G. Instructors Guide for Corresponding Chapter)
		Individually Guided Mathematics IGM: Chapter 3 (and I.G. Instructors Guide for Corresponding Chapter)
		Individually Guided Science IGS: Chapter 3 (and I.G. Instructors Guide for Corresponding Chapter)
		Individually Guided Social Studies IGSS: Chapter 3 (and I.G. Instructors Guide for Corresponding Chapter)
		Unit Leader & IGE ULI: Chapter 12-13 (and I.G. Instructors Guide for Corresponding Chapter)
		View Films-Filmstrips
		Objective-Based Reading Instruction (FS) OBR
		Assessing Children's Reading Skills (FS) ACRS
		Objective-Based Mathematics Instruction (FS) OBM

NOTES

Component Assessment Objectives

IGE

REF	ASSESSMENT OBJECTIVES	STRATEGIES
		Assessing Children's Attainment of Mathematics (FS) ACAM Objective-Based Science Instruction (FS) OBS Objective-Based Social Studies Instruction (FS) OBSS The Unit Leader's Role in Planning Instruction (FS) UL

Component Needs Identification

T & E

REF	NEEDS IDENTIFICATION	STRATEGIES
A:38	Steering Committee conducts assessment of pupil needs (6:8-3.8b)	Steering Committee selects professional staff for work groups B: 52; CP:17-18
A:9-10 B:17	The district determines the difference between its current status and the desired levels of proficiency for programs, students and staff	Steering Committee selects staff for work group(s) on Basic Skills E: 1-5; E: 7-12; I:140-179; E: 16-18
	Steering Committee develops and implements a needs identification plan	Work groups select and/or devise needs identification models/procedures, re: Develop timeline(s) Determine population to be assessed Select instruments to measure assessment objectives Collect Data Analyze data and determine discrepancies Rank discrepancies Report data to Steering Committee
	Committee reviews/modified/revises/ adopts discrepancy report	Steering Committee completes necessary forms F: 1-6
	Steering Committee submits discrepancy report to the Board for review and approval	Steering Committee requests review and approval from County Office and/or technical assistance from C.O. and/or EIC

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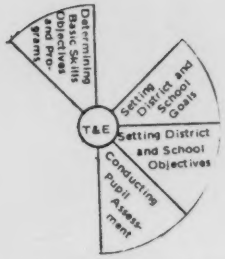
Determining Basic Skills Objectives and Standards
Setting District and School Goals
T&E
Setting District and School Objectives
Conducting Pupil Assessment

Component Needs Identification

IGE

REF	NEEDS IDENTIFICATION	STRATEGIES
/I/D/E/A/IG	IGE Outcomes Nos. 5 and 16	5. Read Print Documents Unit Operations & Roles UOR: 19-29, 31-47 The Learning Environment LE: 14, 46-47 The Learning Community LC: 46, 68-70, 90-111, 132-133, 177-178 The School S: 35-39, 53-56, 81-82, 104-105, 113, 118, 126 The We Agree Workshop WA: 13-16, 18-31, 34-42 5. View Films-Filmstrips The Meeting (F) M Organized for Learning (FS) OL Planning & Managing IGE II (FS) PM-II Planning & Managing IGE IV (FS) PM-IV The Special Resource Teacher in an IGE School (FS) SRT Working Together (FS) WT 16. Read Print Documents Unit Operations & Roles UOR (Entire Book) Principal's Handbook PH: 15-28, 37-42 The Learning Environment LE: 26, 201-205

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Component Needs Identification

IGE

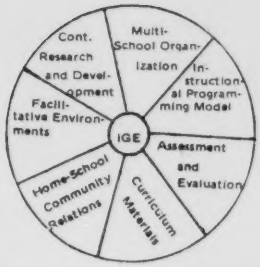
REF	NEEDS IDENTIFICATION	STRATEGIES
		The Learning Community LC: 53, 74-80, 182 The School S: 19-20, 68-74, 124-125 View Films-Filmstrips The Meeting (F) M Planning & Managing IGE III (FS) PM-III The Special Resource Teacher in an IGE School (FS) SRT Organized for Learning (FS) OL Managing the IGE Learning Program I (FS) MLP-I Managing the IGE Learning Program II (FS) MLP-II Managing the IGE Learning Program III (FS) MLP-III Special Resource Teacher in an IGE School (FS) SRT
Wisc. R&D Guide-lines	IGE Objectives No. 11 and 13 20, 25, 27, 34, 35, 43, 44, 45, 55 75, 78	Read Print Document Performance Objectives Resource File (Keyed to Objectives) RF Guidelines for Implementation GI: Chapter 3, 33-49 View Films-Filmstrips IGE/MUS-E Roles & Responsibilities (FS) MUSRR

NOTES

Component Needs Identification

IGE

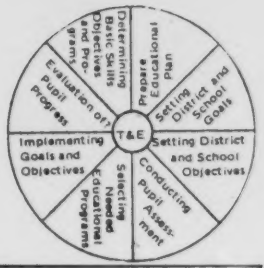
REF	NEEDS IDENTIFICATION	STRATEGIES
		IGE/MUS-E Organization & Objectives (FS) MUS-O&O
		Simulations Establishing an Evaluation & Reporting Policy EEP Establishing in Procedure for Allocating Money for Requisitioning Materials EAM
SRF/ UW Tcher. Educ.		Read Print Documents Evaluations of Instruction in IGE EI: Chapter 2 & I.G. Individually Guided Mathematics IGM: Chapter 6 & I.G. Individually Guided Social Studies IGSS: Chapter 2 & I.G. Individually Guided Science IGS: Chapter 3 & I.G. Unit Leader & IGE ULI: Chapter 12, 14 & I.G.
		View Films-Filmstrips Evaluating Student Learning (FS) ESL Assessing Children's Reading Skills (FS) ACRS Assessing Children:s Attainment of Math (FS) ACAM



Component Program Improvement

T & E

REF	PROGRAM IMPROVEMENT	STRATEGIES
P:38	District develops and installs needed educational programs (6:8-3.5)	
CP: 53-71	The district school board adopts and implements an educational program for the district and each school which includes programs designed to improve the quality of education, and the plan for professional improvement.	Steering Committee assigns work group(s) by school(s), and for district at large CP: 18-19
	Identification of existing programs	Work groups list and catalog existing programs CP: 53-71
		Work groups analyze existing program objectives and materials in relation to adopted goals and assessment objectives CP: 56; M: 181-196; BS: 17-21, 29
	Establish priorities for program selection and implementation for pupils and staff	Work groups rank program needs on the basis of the discrepancies between assessment objectives and identified needs CP: 56
	Conduct analysis of possible causes for existing discrepancies	Work group(s) prepare detailed studies of probable causes for program deviciencies CP: 57-59



Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
I/D/ E/A IG	IGE Outcomes Nos. 7, 8, 10, 14, 15, 17, 18, 22, 23, 24, 30, 31, 32	7. Read Print Documents Unit Operations & Roles UOR: 49-53 Learning Styles LS: (Entire Book) The Learning Community LC: 35-37, 51-54, 121, 129, 155-157, 180 The Learning Environment LE: 30, 47-48, 150-181 The School S: 16, 21-25, 64-65, 70-71, 98, 117-120 7. View Films-Filmstrips Somebody Special (F) SS The Fourth R (FS) F Planning & Managing IGE III (FS) PM-III Planning & Managing IGE V (FS) PM-V Learner's Choice (FS) LC The Special Resource Teacher in an IGE School (FS) SRT Working Together (FS) WT IGE Learning Modes (FS) LM Communicating with Parents (FS) CP Managing the IGE Learning Program I (FS) MLP – I Managing the IGE Learning Program II (FS) MLP-II

Component Program Improvement

T & E

REF	PROGRAM IMPROVEMENT	STRATEGIES
		Work group(s) develop appraisal criteria for potential program selection and prioritize factors to be considered for program improvement. CP: 60-66
	Steering Committee selects programs for improvement	Work group(s) explore alternative program possibilities and/or program modifications, and propose programs for implementation. Consult with EIC on pertinent validated projects CP: 64-71
		Steering Committee develops a comprehensive educational program (curriculum) that will meet the above needs and include the components listed in NJAC 6:8-3.5 as well as staff inservice needs (6:8-4.4) CP: 66-71
		Work group(s) and fiscal office personnel translate program improvement plans into cost center budget format (6:8-5.1) BPG: 8-12
		Work group(s) review selected programs in terms of assessment objectives and discrepancy data and determine performance indicators for program operation and pupil achievement; submit said proficiency indicators to Steering Committee. See also "Programs That Work" M:195-196; RR:1.19-1.20

Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
		Managing the IGE Learning Program III (FS) MLP-III Special Resource Teacher in an IGE School (FS) SRT 8. Read Print Documents Implementation Guide IG: (Entire Book) The Learning Environment LE: 42-45, 48-56 The Learning Community LC: 47-48, 103-106, 149-151, 177-178 The School S:39-40, 42-43, 60-81-82, 113-120 8. View Films-Filmstrips IGE Implementation (FS) IGEI The IGE LEAGUE (FS) IL Special Resource Teacher in an IGE School (FS) SRT Planning & Managing IGE VI (FS) PM-VI Implement, Improve, Innovate (FS) (Part I) III-I Improvement Processes (FS) IP

Component Program Improvement

T & E

REF	PROGRAM IMPROVEMENT	STRATEGIES
	Steering Committee reviews/modifies/ adopts proficiency indicators	
	Steering Committee implements newly selected programs and proficiency indicators for pupils and staff	Work group(s) determine major tasks; outline all activities and persons responsible for carrying out these activities; plot the calendar assignments and activities including target dates; and implement evaluation design to determine program effectiveness (See Step No. 5) BS: 22-23; RR: 26, SEC: 6-9
		Steering Committee responds to compliance checkpoints: submits program improvement plan to Board, and requests review and approval from County Office and/or technical assistance from C.O. and/or EIC.
	School Board reviews/revises/adopts school improvement program	

Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
		10. Read Print Documents Unit Operations & Roles UOR: 15, 31-47, 55-69 Principal's Handbook PH: 25-26 The Learning Environment LE: 31-32, 182-183 The Learning Community LC: 49-51, 54-60, 64-65, 153, 180 The School S: 19-24, 86-90 10. View Films-Filmstrips Planning & Managing IGE II (FS) PM—II Planning & Managing IGE III (FS) PM—III The Special Resource Teacher in an IGE School (FS) SRT Organized for Learning (FS) OL 15. Read Print Documents Unit Operations & Roles UOR: 49-53 Learning Program LP: 27-39, 41-54, 61-65, 79-81 Learning Styles LS (Entire Book) The Learning Environment LE: 80-93, 196-198, 201-205 The Learning Community LC: 36-37, 56-57, 121-135,155, 163-164, 185 The School S: 18-19

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Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
		14. Read Print Documents Learning Program LP: 20, 22, 64 The Learning Environment LE: 40-44, 57-106, 187-188, 201-205 The Learning Community LC: 57, 159-160, 165, 181-182 The School S: 51-52, 70-73 14. View Films-Filmstrips The Meeting (FS) M Somebody Speical (FS) SS Building the IGE Learning Program (FS) BLP The IGE Planning System (FS) IPS Managing the IGE Learning Program I (FS) MLP-I Managing the IGE Learning Program II (FS) MLP-II 15. View Films-Filmstrips The Fourth R (FS) F Planning & Managing IGE III (FS) PM-III Learner's Choice (FS) LC Building the IGE Learning Program BLP

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Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
		Managing the IGE Learning Program III (FS) MLP-III The IGE Learning Program (FS) LP Planning & Managing IGE I (FS) PM-I Planning & Managing IGE III (FS) PM-III Planning & Managing IGE V (FS) PM-V Learner's Choice (FS) LC The Special Resource Teacher in an IGE School (FS) SRT Improvement Processes (FS) IP 17. Read Print Documents Unit Operations & Roles UOR (Entire Book) Principal's Handbook PH: 15-28, 37-42 The Learning Environment LE: 32-34, 201-205 The Learning Community LC: 63-65, 66-89, 113-145 The School S: 66, 79, 123-126, 131-133 17. View Films-Filmstrips The Meeting (F) M Planning & Managing IGE II (FS) PM-II Planning & Managing IGE III (FS) PM-III

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Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
		Planning & Managing IGE IV (FS) PM-IV Planning & Managing IGE V(FS) PM-V The Speical Resource Teacher in an IGE School SRT Organized for Learning (FS) OL The IGE Planning System (FS) IPS Managing the IGE Learning Program I (FS) MLP-I Managing the IGE Learning Program II (FS) MLP-II Managing the IGE Learning Program III (FS) MLP-III 18. Read Print Document Unit Operations & Roles UOR: (Entire Book) Principal's Handbook PH: 15-28, 37-42 The Learning Environment LE: 62-65, 201-205 The Learning Community LC: 44-45, 87-88, 183 The School S: 67-68, 128 The League L: 43-44, 79-81

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Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
		18 View Films-Filmstrips The Meeting (F) M Organized for Learning (FS) OL The IGE Planning System (FS) IPS Managing the IGE Learning Program I (FS) MLP-I Managing the IGE Learning Program II (FS) MLP-II Managing the IGE Learning Program III (FS) MLP-III Many Voices (FS) MV Planning & Managing IGE II (FS) PM-II Planning & Managing IGE III (FS) PM—III Planning & Managing IGE V (FS) PM-V Planning & Managing IGE VI (FS) PM-VI The Special Resource Teacher in an IGE School (FS) SRT 22. Read Print Documents Principal's Handbook PH: 31-34 The Learning Environment LE: 22, 35-38 The Learning Community LC: 75, 140-141, 181

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Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
		The School S: 64, 85, 91, 113-120 The League L: 69 23. View Films-Filmstrips Organized for Learning (FS) OL IGE: A Reach for Tomorrow (FS) RT IGE Implementation (FS) IGEI Keeping it Together (FS) KT Many Voices (FS) MV Improvement Processes (FS) IP 24. Read Print Documents League Handbook LH: (Entire Book) The Learning Environment LE: 15-24 The Learning Community LC: 151-190 The School S: 15-16, 25-26, 51, 52, 106, 116-119 The League L: 41-42, 45-53, 60, 62-63, 64-65, 85-90

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Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
		24. View Films-Filmstrips Implement, Improve, Innovate (Part I) (FS) III Change With IGE Leagues (FS) CL The IGE League (FS) IL IGE: A Reach for Tomorrow (FS) RT IGE Implementation (FS) IM 30. Read Print Documents Learning Program LP: 19-24, 44-45, 61-63 The Learning Environment LE: 65-66, 123, 163-166, 167, 196 The Learning Community LC: 160-161, 183, 189 The School S: 22, 24, 26, 50, 127 30. View Films-Filmstrips Managing the IGE Learning Program I (FS) MLP-I Managing the IGE Learning Program II (FS) MLP-II Managing the IGE Learning Program III (FS) MLP-III

NOTES

Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
		Building the IGE Learning Program (FS) BLP The IGE Learning Program (FS) LP: Planning & Managing IGE III (FS) PM-III Planning & Managing IGE IV (FS) PM-IV Planning & Managing IGE V (FS) PM-V Learner's Choice (FS) LC 31. Read Print Documents Learning Program LP: 54, 63, 66-73 Color Me IGE CM The Learning Environment LE: 64, 71-72, 146-149, 163, 167, 196 The Learning Community LC: 183 The School S: 22-23, 127-129 31. View Films-Filmstrips Planning & Managing IGE III (FS) PM-III Planning & Managing IGE IV (FS) PM-IV Planning & Managing IGE V (FS) PM-V Learner's Choice (FS) LC

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Component Program Improvement

IGE

REF	PROGRAM IMPORVEMENT	STRATEGIES
		32. Read Print Documents Assessment A (Entire Book) Color Me IGE CM The Learning Environment LE: 163-168, 198 The Learning Community LC: 43-44, 50, 73-75, 120-121, 160-161, 183 The School S: 71, 90 The League L: 67 32. View Films-Filmstrips Managing the IGE Learning Program I (FS) MLP-I Managing the IGE Learning Program II (FS) MLP-II Managing the IGE Learning Program III (FS) MLP-III IGE: A Reach for Tomorrow (FS) RT Building the IGE Learning Programs (FS) BLP Planning & Managing IGE III (FS) PM-III Planning & Managing IGE IV (FS) PM-IV Planning & Managing IGE V (FS) PM-V

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Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
		Learner's Choice (FS) LC
Wisc. R&D Guide-lines	IGE Objectives Nos. 14, 29, 32, 36, 37, 40, 50, 52, 53, 54, 56, 57, 59, 62, 64	Read Print Documents Guidelines for Implementation GI: Chapter 5, 67-88 IGE Concepts & Practices CP: Chapter 2, 3, 9, 11 Performance Objectives Resource File RF View Films-Filmstrips Instructional Programming In IGE (FS) IPI Grouping Patterns (FS) GP IGE/MUS-E Roles & Responsibilities (FS) MUSR&R IGE/MUS-E Organization & Objectives (FS) MUS-O&O Simulations Grouping Students for Learning GSL Establishing Operational Guidelines & Procedures EIIC Establishing a SPC ESPC Establishing Decision-Making EDM Guidelines for the IIC GIIC Managing Unit Time MUT Organizing a Multi-Unit School OMU

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Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
SRF/ UW Tchr. Educ.		Read Print Documents The Teacher & IGE TIGE: Chapters 3, 6, 7, 8, 9, 10, 11 & I.G. Child Development & IGE CDIGE: Chapters 3-7 & I.G. Objective Based Reading OBR: Chapters 8-10 & I.G. Individually Guided Math IGM: Chapters 5-6 & I.G. Individually Guided Science IGS: Chapters 6-7 & I.G. Individually Guided Social Studies IGSS: Chapters 4, 6, 7 & I.G. The Unit Leader & IGE ULI: Chapters 6, 7, 8, 9, 14, 15, & I.G. The Principal & IGE P. Chapters 2, 5, 6, 8, 9, 10 & I.G. View Films-Filmstrips The Teacher in IGE (F) TIGE The Multi-Unit School Organization (FS) MUO Instructional Programming for the Individual Student (FS) IPI Cognitive Development & IGE (FS) CD Language Development & IGE (FS) LD Moral Development & IGE (FS) MD

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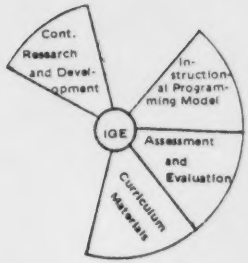
NOTES

Component Program Improvement

IGE

REF	PROGRAM IMPROVEMENT	STRATEGIES
		The Unit Leader in IGE (F) - UL Making Unit Meetings Effective (FS) MUM The Unit Leaders Role in Implementing Instruction (FS) ULP The Principal in IGE (F) P

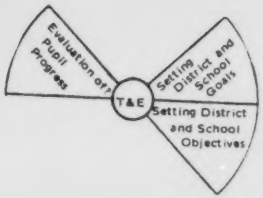
IGE AND T&E: A Synoptic Guide



Component Program Evaluation

T & E

REF	PROGRAM EVALUATION	STRATEGIES
P:39	District develops and implements evaluation of each pupil's progress (6:8-3.7a)	Steering Committee assigns work groups to develop evaluation design(s) fro each newly selected or modified program CP: 19; M: 204, 215, 231
	The district measures the extent to which its educational programs actually fulfill their expected purposes	Work group(s) develop evaluation design re: Purpose of program; scope types of measurement evaluation instruments data collection procedures analysis strategies, and reporting policies CP: 72-87; BS: 24; M: 198-231 Please also see U.S.O.E.'s "Practical Guide to Measuring Project Impact on Student Achievement", 1975 Government Print Office No. 017-080-01460-2 Submit evaluation design(s) to Steering Committee
	Steering Committee reviews/ modifies/ revises, adopts and implements evaluation designs	Work groups/teachers: Administer instruments Obtain Feedback apply evaluation findings



Component Program Evaluation

IGE

REF	PROGRAM EVALUATION	STRATEGIES
I/D/ E/A IG	IGE Outcomes No. 25, 26, 27, 28 34, 35	25. Read Print Documents League Handbook LH: (Entire Book) The Learning Environment LE: 20-24 The Learning Community LC: 87, 166, 190 The School S: 15-16, 106-109 The League L: 40-41, 60, 62-63, 72-78, 85-90 25. View Films-Filmstrips The IGE League (FS) IL IGE: A Reach for Tomorrow (FS) RT IGE Implementation (FS) IM Implement, Improve, Innovate (Part I) (FS) III-I Change with IGE Leagues (FS) CL 26. Read Print Documents Unit Operations & Roles UOR: (Entire Book) The Learning Environment LE: 192-199 The Learning Community LC: 64-65, 96-111, 153-166, 184, 187

Component Program Evaluation

T & E

REF	PROGRAM EVALUATION	STRATEGIES
		Steering Committee responds to Compliance Checkpoints, and requests review and approval from County Office and/or technical assistance from C.O. and/or EIC

Component Program Evaluation

IGE

REF	PROGRAM EVALUATION	STRATEGIES
		26. View Films-Filmstrips The Meeting (F) M A Reach for Tomorrow (FS) RT Keeping it Together (FS) KT Planning & Managing IGE II (FS) PM-II Working Together (FS) WT 27. Read Print Documents Unit Operations & Roles UOR: 61 The Learning Environment LE: 182-199 The Learning Community LC: 58-59, 122-146, 182 The School S: 21-24 27. View Films-Filmstrips The Meeting (F) M The IGE Planning System (FS) IPS IGE: A Reach for Tomorrow (FS) RT Special Resource Teacher in an IGE School (FS) Planning & Managing IGE II (FS) PM-II Planning & Managing IGE VI (FS) PM-VI Implement, Improve, Innovate (Part I) (FS) III-I

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Component Program Evaluation

IGE

REF	PROGRAM EVALUATION	STRATEGIES
		Improvement Processes (FS) IP 28. Read Print Documents Principal's Handbook PH: 31-34 The Learning Environment LE: 38 The Learning Community LC: 190 The School S: 111-112 The League L: 69 28. View Films-Filmstrips The Meeting (F) M Keeping it Together (FS) KT Improvement Processes (FS) IP Organized for Learning (FS) OL A Reach for Tomorrow (FS) RT 34. Read Print Documents The Learning Programs LP: 79-81 The Principal's Handbook PH: 45-67 Learning Styles LS: 25-27

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Component Program Evaluation

IGE

REF	PROGRAM EVALUATION	STRATEGIES
		The Learning Environment LE: 38-40 The Learning Community LC: 188 The School S: 46, 101-105 34. View Films-Filmstrips One At A Time Together (F) OAT What It's Like to be in IGE (FS) WIL Many Voices (FS) MV Learner's Choice (FS) LC 35. Read Print Documents Learning Program LP: 75-76 The Learning Environment LE: 49-50, 55 The Learning Community LC: 47, 99-106, 185 The School S: 61-62, 81-82 35. View Films-Filmstrips IGE: A Reach for Tomorrow (FS) RT Special Resource Teacher in an IGE School (FS) SRT Planning & Managing IGE VI (FS) PM-VI Implement, Improve, Innovate (Part I) (FS) III-I

NOTES

Component Program Evaluation

IGE

REF	PROGRAM EVALUATION	STRATEGIES
		Improvement Processes (FS) IP
Wisc. R&D Guide-lines	IGE Objectives No. 30, 41, 51, 65, 67, 70, 71, 74, 76, 77	Read Print Documents Guidelines for Implementation GI: Chapter 6, 89-126 IGE Concepts & Practices CP: Chapter 7-8, 145-1234 Performance Objective Resource File RF:
		View Films-Filmstrips Assessment in IGE AIGE
		Simulations Establishing a Evaluation & Reporting Policy EEP Establishing an IIC Operational Guidelines and Procedures EIIC Establishing a SPC ESPC
SRF/ UW Tchr. Educ.		Read Print Documents The Teacher & IGE TIGE: Chapter 5 & I.G. Evaluation of Instruction in IGE EI: (Entire Book) Objective-Based Reading OBR: Chapter 7 & I.G. Individually Guided Mathematics IGM: Chapter 4 & I.G. Individually Guided Science IGS: Chapter 4 & I.G.

NOTES

Component Program Evaluation

IGE

REF	PROGRAM EVALUATION	STRATEGIES
		Individually Guided Social Studies IGSS: Chapter 5 & I.G. The Unit Leader & IGE ULI: Chapter 16-17 & I.G. The Principal & !GE PIGE: Chapter 4 View Films-Filmstrips Evaluating Student Learning (FS) ESL Evaluating Instructional Programs (FS) EIP Managing Individually Guided Reading (FS) MR Managing Individually Guided Math (FS) MM Managing Individually Guided Science (FS) MS Managing Individually Guided Social Studies (FS) MSS The Unit Leaders Role In Evaluating Instruction (FS) ULE Helping Janice Teach Effectively (FS) HJT

Component Program Budget

T & E

REF	PROGRAM BUDGETING	STRATEGIES
	District adopts annual budget for its projected educational plans and programs (6:8-4.7; 6:8-5.1a)	Steering Committee and fiscal personnel develop annual T&E budget by reviewing: purpose needs assessment program goals and objectives development of programs generation and analysis of alternatives program accounting evaluation and recycling CP: 88-89; BCP: 8-12 Fiscal personnel prepare budget including reporting on: detailed District Budget Worksheet budget Cap Worksheet Advertised Budget Checklist on Administrative Procedure Budget Statement Certificate BCP: in toto Steering Committee and fiscal personnel respond to compliance checkpoints SEC: 12-13 Submit District Budget to Board of action. Request review and approval of Budget by County Office

Component Program Budget

IGE

REF	PROGRAM BUDGETING	STRATEGIES
SRF/ UW Proj. Mat.		Read Print Documents The Principal & IGE PIGE: Chapters 7-10 View Films-Filmstrips Who Should Spend the Money (F) WSM

NOTES

SECTION III

APPENDICES

TITLE	PAGE
Bibliography	
T & E Materials	A1
IGE Materials	A2
Compliance Checkpoints for T& E Component Number Five	B
Glossary	C
/I/D/E/A/-IGE Outcomes	D
Wisconsin R&D Center - IGE Objectives	E

BIBLIOGRAPHY

Thorough and Efficient Materials

TITLE	CODE
Budget Preparation Guide, New Jersey Department of Education, 09/76	BPG
EPLSD: A Self-Evaluation Checklist for Mandated Programs, New Jersey Department of Education, 09/76	SEC
EPLSD: Basic Skills, New Jersey Department of Education, 08/76	BS
EPLSD: Community Participation, New Jersey Department of Education, 08/76	C
EPLSD: Comprehensive Planning, New Jersey Department of Education, 08/76	CP
EPLSD: Instruction for Completing Reporting Forms for December 1, 1976: T & E and Basic Skills, New Jersey Department of Education, 1976	RF
"Modelog: A Catalog of Comprehensive Educational Planning Component Models" New Jersey Department of Education, 1975	M
Roles and Responsibilities of Board of Education Relative to Thorough and Efficient Legislation. Presented by New Jersey School Boards Association, developed by Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania	RR
"T & E: A Primer for School Improvement in New Jersey, Revised"	P

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1. Eclectic Approach to Goal Development. Educational Improvement Center-South, Pitman, New Jersey

2. Goal Development in Education, A Planning Handbook for School Districts. New Jersey State Department of Education, Division of Research, Planning and Evaluation

3. Needs and Goals. Project Names Workbook, T.J. Rookey, available at Educational Improvement Center - Central.

4. Setting Goals for Local Schools. Educational Improvement Center-Northwest, 201-539 0331.

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TITLE

1. An Analysis of Needs Assessment Techniques for Educational Planning at State, Intermediate and District Levels, Witkin, Belle Ruth, NIE G-74-0062 B.R., Alameda County School Department, Hayward, California, 1975.

2. Goal Indicators (A list of sample indicators), Educational Improvement Center-Northwest.

3. Needs and Goals. Project Names Workbook, T.J. Rookey, Educational Improvement Center-Central.

4. Needs Assessment in Education: A Planning Handbook for School Districts. New Jersey Department of Education.

5. Needs Assessment Procedure Manual, Educational Systems Associates, 1974, 3445 Executive Center Drive, Suite 205, Austin, Texas 78731.

6. CSE Elementary School Evaluation Kit: Needs Assessment, Hoepfner, Bradley, Klein and Alkiu, Allyn and Bacon, Inc., Boston, Mass., 1972.

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1. Educational Programs That Work, Vol. I and II. available Educational Improvement Center - Central.

2. Education Programs That Work. NDN., National Diffusion Network, USOE, 1855 Folsom Street, San Francisco, California 94103.

3. ESEA: A Catalog of Innovative Educational Projects in New Jersey. Research, Planning and Evaluation, Department of Education, 225 West State Street, Trenton, New Jersey.

4. Programs for Gifted Students: A National Survey. Educational Improvement Center-South, Pitman, New Jersey (available at Educational Improvement Center - Central).

5. Reading Programs That Work: Available Educational Improvement Center - Central.

6. Selecting a Curriculum Program: Balancing Requirements and Costs. Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pa. 19103.

7. Transferring Success. National Diffusion Network, Far West Lab., San Francisco, California, March, 1976.

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1. A Procedural Guide to Measuring Project Impact on Student Achievement, Horst, D. P., Tallmadge, G.K. and Wood, Christine, C.T., RMC Research Corporation, Mountain View, California, 1975, U.S. Government Printing Office Store No. 017-080-01460, $1.90

2. A Procedural Guide for Validating Achievement Gain in Educational Projects, Horst, D.P., Tallmadge, G.K. and Wood, Christine, C.T., RMC Research Corporation, Mountain View, California, 1976, U.S. Government Printing Office Store No. 017-080-01560, $2.10

3. Educational Measurement and Evaluation: A Worktest. Collins, Johansen, Johnson, Scott, Foresman and Company

4. Educational Evaluation: Theory and Practice, Warthen, B.R. and Sanders, J.R., Charles C. Jones Publishing Company, Worthington, Ohio, 1973

5. Evaluating a Curriculum Program: An Educator's Handbook. Research for Better Schools, 1970, Philadelphia, Pa.

6. Evaluating Educational Performance: A Sourcebook of Methods, Instruments, and Examples. H.J. Walberg, McCutcheon Publishing Co., Berkley, California, 1974.

7. Evaluation for Program Improvement. Far West Lab., for Education Research and Development, 1855 Folsom Street, San Francisco, California, 1975.

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Assessment: An /I/D/E/A/ In-Service Training Program for IGE, 1972	A
Child Development & IGE: SRF/UW* Leadership Series in IGE, January, 1976	CDIGE
Color Me IGE: An /I/D/E/A/ In-Service Training Program for IGE, 1971	CM
Evaluation of Instruction in IGE: SRF/UW Leadership Series in IGE, March, 1976	EI
Guidelines for Implementation: Wisconsin R&D Center for Cognitive Learning, 1971	GI
IGE: Concepts & Practices: Wisconsin R&D Center for Cognitive Learning, 1971.	CP
Implementation Guide: /I/D/E/A/ Change Program for Individually Guided Education, 1974	IG
Individually Guided Mathematics: SRF/UW Leadership Series in IGE, June, 1976	IGM
Individually Guided Science: SRF/UW Leadership Series in IGE, November, 1976	IGS
Individually Guided Social Studies: SRF/UW Leadership Series in IGE, November, 1976	IGSS
League Handbook: An /I/D/E/A/ In-Service Training Program for IGE, 1971	LH
Learning Program: An /I/D/E/A/ In-Service Training Program for IGE, 1970	LP
Learning Styles: An /I/D/E/A/ Change Program for Individually Guided Education, 1974	LS
Objective Based Reading: SRF/UW Leadership Series in IGE, January, 1976	OBR

*Sears-Roebuck Foundation/University of Wisconsin IGE Teacher Education Project

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TITLE	CODE
Performance Objectives Resource File: Wisconsin R&D Center for Cognitive Learning, 1977	RF
Principal's Handbook: An /I/D/E/A/ Change Program for Individually Guided Education, 1974	PH
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The Learning Community: An /I/D/E/A/ In-Service Training Program for IGE, 1971	LC
The Learning Environment: An /I/D/E/A/ In-Service Training Program for IGE, 1971	LE
The School: An /I/D/E/A/ In-Service Training Program for IGE, 1971	S
The Teacher & IGE: SRF/UW Leadership Series in IGE, March, 1976	TIGE
The "We Agree" Workshop, An /I/D/E/A/ In-Service Training Program for IGE, 1971	WA
Unit Leader & IGE: SRF/UW Leadership Series in IGE, March, 1976	ULI
Unit Operations & Roles: An /I/D/E/A/ In-Service Training Program, 1971	UOR

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Establishing a Systemwide Program Committee: Wisconsin R&D Center for Cognitive Learning	ESPC
Establishing A Procedure for Allocating Money for Requisitioning Materials: Wisconsin R&D Center for Cognitive Learning	EPMM
Establishing an Evaluation & Reporting Policy: Wisconsin R&D Center for Cognitive Learning	EEP
Establishing an IIC Operational Guidelines and Procedures: Wisconsin R&D Center for Cognitive Learning	EIIC
Establishing Decision-Making: Wisconsin R&D Center for Cognitive Learning	EDM
Grouping Students for Learning: Wisconsin R&D Center for Cognitive Learning	GSL
Guidelines for the IIC: Wisconsin R&D Center for Cognitive Learning	GIIC
Improving Instructional Practices: Wisconsin R&D Center for Cognitive Learning	IIP
Managing Unit Time: Wisconsin R&D Center for Cognitive Learning	MUT
Organizing a Multi-Unit School: Wisconsin R&D Center for Cognitive Learning	OMU
Using the Performing Objectives in Implementing IGE: Wisconsin R&D Center for Cognitive Learning	UPO

IGE
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Films & Filmstrips: Individually Guided Education Materials

TITLE	CODE
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Assessing Children's Reading Skills: SRF/UW Leadership Series in IGE	ACRS
Assessment in IGE: Wisconsin R & D Center Guidelines and Implementation Guides	AIGE
Building the IGE Learning Program: /I/D/E/A/ Change Program for IGE	BLP
Change with IGE Leagues: /I/D/E/A/ Change Program for IGE	CL
Children Learn Mathematics: SRF/UW Leadership Series in IGE	CLM
Children Learn Science: SRF/UW Leadership Series in IGE	CLS
Children Learn Social Studies: SRF/UW Leadership Series in IGE	CLSS
Cognitive Development & IGE: SRF/UW Leadership Series in IGE	CD
Communicating with Parents: /I/D/E/A/ Change Program for IGE	CP
Evaluating Instructional Programs: SRF/UW Leadership Series in IGE	EIP
Evaluating Student Learning: SRF/UW Leadership Series in IGE	ESL
Grouping Patterns: Wisconsin R&D Center for Cognitive Learning	GP
Helping Janice Teach Effectively: SRF/UW Leadership Series in IGE	HJT
IGE: A Reach for Tomorrow: /I/D/E/A/ Change Program for IGE	RT
IGE For All Children: SRF/UW Leadership Series in IGE	IGAC
IGE Implementation: /I/D/E/A/ Change Program for Individually Guided Education	IGEI
IGE Learning Modes: /I/D/E/A/ Change Program for IGE	LM

TITLE	CODE
IGE/MUS-E Organization & Objectives: Wisconsin R&D Center for Cognitive Learning	MUS-O&O
IGE/MUS-E Roles & Responsibilities: Wisconsin R&D Center for Cognitive Learning	MUS-R&R
IGE Planning System: /I/D/E/A/ Change Program for IGE	IPS
Implement, Improve, Innovate (Part I): /I/D/E/A/ Change Program for Individually Guided Education	III-1
Implement, Improve, Innovate (Part II): /I/D/E/A/ Change Program for Individually Guided Education[	III-2
Improvement Processes: /I/D/E/A/ Change Program for IGE	IP
Individually Guided Reading: SRF/UW Leadership Series in IGE	IGR
Instructional Programming for the Individual Student: SRF/UW Leadership Series in IGE	IPI
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Keeping It Together: /I/D/E/A/ Change Program for IGE	KT
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Learner's Choice: /I/D/E/A/ Change Program for Individually Guided Education	LRC
Making Unit Meetings Effective: SRF/UW Leadership Series in IGE	MUM
Managing Individually Guided Math: SRF/UW Leadership Series in IGE	MM
Managing Individually Guided Reading: SRF/UW Leadership Series in IGE	MR
Managing Individually Guided Science: SRF/UW Leadership Series In IGE	MS
Managing Individually Guided Social Studies: SRF/UW Leadership Series in IGE	MSS

TITLE	CODE
Managing the IGE Learning Program: /I/D/E/A/ Change Program for IGE	MLP-1
Managing the IGE Learning Program II: /I/D/E/A/ Change Program for IGE	MLP-II
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Objective Based Reading Instruction: SRF/UW Leadership Series in IGE	OBR
Objective Based Science Instruction: SRF/UW Leadership Series in IGE	OBS
Objective Based Social Studies: SRF/UW Leadership Series in IGE	OBSS
One At A Time Together: /I/D/E/A/ Change Program for Individually Guided Education	OAT
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Planning & Managing IGE IV: /I/D/E/A/ Change Program for IGE	PM-IV
Planning & Managing IGE V: /I/D/E/A/ Change Program for IGE	PM-V
Planning & Managing IGE VI: /I/D/E/A/ Change Program for IGE	PM-VI

TITLE	CODE
Somebody Special: /I/D/E/A Change Program for Individually Guided Education	SS
The Fourth R: /I/D/E/A/ Change Program for IGE	F
The IGE League: /I/D/E/A/ Change Program for IGE	IL
The IGE Learning Program: /I/D/E/A/ Program Change for IGE	LP
The Meeting: /I/D/E/A/ Change Program for IGE	M
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The Principal in IGE: SRF/UW Leadership Series in IGE	P
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The Unit Leader in IGE: SRF/UW Leadership Series in IGE	UL
The Unit Leaders Role in Evaluating Instruction: SRF/UW Leadership Series in IGE	ULE
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Who Should Spend the Money: SRF/UW Leadership Series in IGE	WSM
Working Together: /I/D/E/A/ Change Program for Individually Guided Education	WT

IGE RESPONSES TO T & E COMPLIANCE CHECKPOINTS FOR COMPONENT FIVE

Introductory Notes:

The T & E document entitled "Self-Evaluation Checklist" contains compliance checkpoints for each of the nine process steps. Included in this Appendix is a sample format for Step 5 (Selecting/identifying/developing needed programs) as an example of how schools/districts utilizing IGE can be "in compliance" by relating completed IGE/I/D/E/A/ outcomes and/or Wisconsin R & D objectives to each of the T & E process steps.

IGE RESPONSES TO T & E COMPLIANCE CHECKPOINTS FOR COMPONENT FIVE

Note to respondents:

For each affirmative response to a T & E Compliance Checkpoint indicate in the appropriate parallel columns the completed /I/D/E/A/-WISCONSIN R & D Outcomes. Check Appendices D & E for the IGE Outcomes as they specifically relate to each T & E Component (Step).

COMPONENT V. EDUCATIONAL PROGRAM (CURRICULUM)	T & E OUTCOMES		/I/D/E/A/ OUTCOMES	WISC. R & D OBJECTIVES
Compliance Checkpoints	**YES**	**NO**		
1. Was the educational program (curriculum) adopted this year by the district board of education for:				
a. The district, and	___	___		
b. Each school within the district?	___	___		
(N.J.S.A. 18A:7A-5.d and e, 18A:33-1; N.J.A.C. 6:8-3.5(a))				
2. Was the educational program for the district and each school within the district developed in consultation with teaching staff members, under direction of the chief school administrator?	___	___		
(N.J.A.C. 6:8-3.5(a))				
3. Is the educational program consistent with goals and objectives adopted by the board of education?	___	___		
(N.J.A.C. 6:8-3.5(a) 1)				
4. Does the educational program (curriculum) for the district and each school within the district:				
a. Remain consistent with written goals, objectives and identified pupil needs,	___	___		
b. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement,	___	___		
c. Provide for continuous learning through an effective articulation between and amont the districts and schools,	___	___		
d. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program (curriculum),	___	___		
e. Provide all pupils guidance and counseling to assist in career and academic planning	___	___		

Compliance Checkpoints	T&E OUTCOMES YES	T&E OUTCOMES NO	/I/D/E/A/ OUTCOMES	WISC. R & D OBJECTIVES
f. Provide a continuum of educational programs and services for all handicapped children, pursuant to law and regulation,	____	____		
g. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation,	____	____		
h. Provide compensatory education programs for pupils, pursuant to law and regulation,	____	____		
i. Provide all pupils equal educational opportunity, pursuant to law and regualtion,	____	____		
j. Provide career awareness and vocational education, pursuant to law and regulation, and	____	____		
k. Provide educational opportunities for exceptionally gifted and talented pupils?	____	____		
(N.J.A.C. 6:8-3.5(a) 1 through 11)				
*5. Does the instruction provided by the teaching staff members in order to achieve goals, objectives, and standards include:				
a. A school environment designed to foster positive feelings by pupils toward self and others,	____	____		
b. Creative use of various instructional methods, materials and equipment,	____	____		
c. Opportunities for pupils to participate in the study of individual, school and community problems,	____	____		
d. Active involvement of pupils in directed and self-selected activities,	____	____		
e. School and classroom organization and pupil assignment based upon individual pupil needs,	____	____		
f. Effective use of personnel, resources and facilities of the school and community,	____	____		
g. An emphasis on the interdisciplinary nature of knowledge and the interrelatedness of learning?	____	____		
(N.J.A.C. 6:8-3.6(a) 1 through 7)				
6. Has the district board of education provided instructional and evaluation materials to implement the district goals and objectives that include:				
a. Textbooks,	____	____		
b. References,	____	____		
c. Library print materials,	____	____		
d. Library non-print materials,	____	____		

	T&E OUTCOMES		/I/D/E/A/ OUTCOMES	WISC. R & D OBJECTIVES
e. Equipment,	____	____		
f. Other materials?	____	____		
(N.J.A.C. 6:8-4.5(a))				
7. Has the district board of education adopted an instructional materials and equipment policy which includes procedures for effective consultation with teaching staff members in the selection and utilization of such materials and equipment?	____	____		
(N.J.A.C. 6:8-4.5(b))				

T & E GLOSSARY

Affective domain - The acquisition of particular attitudes values or feelings.

Analysis - The process of organizing, transforming and summarizing data in response to evaluation questions.

Analysis techniques or strategies are used to understand data.

Analysis of cause - The identification or specific reasons for a program's failure to meet the desired standards. Analysis of cause identifies factors that exist outside of or within the program structure and that exhibit some influence over the outcomes of the program.

Approved - The official classification by the State Department of Education certifying that the school and district complies with prescribed standards, pursuant to law and regulation. (New Jersey Administrative Code).

Articulation - Continuity, consistency and interdependence in the curricular offerings of the successive divisions of the school system. (New Jersey Administrative Code).

IGE GLOSSARY

Accountability - A point of view that indicates that persons may be held responsible for task performance.

Accountability, educational - The idea that teachers and school systems may be held responsible for actual improvement in student achievement and that such improvement is measurable.

Advisor - A warm, understanding teacher having particular responsibility for knowing, planning with, and assisting approximately 25 students in a Learning Community; all teachers and counselors have an advisor responsibility.

Affective domain - The area of learning or instruction pertaining to the feelings and emotions.

Affective outcomes of education - Results which involve feelings more than understandings. Likes and dislikes, satisfactions and discontents, and ideals and values are some of the affective outcomes that education may develop in the individual.

Age norm - The average score on an aptitude or achievement test for students of a specific age group. Age norms are usually reported in tables showing the average scores of students in a series of different age groups.

Aide - A paraprofessional member of a Learning Community who performs duties such as clerical work or working directly with students under the supervision of the Learning Community leader.

T & E

Assessment - A written analysis of the current status of an educational system in terms of achieving its goals and objectives. (New Jersey Administrative Code).

Assessment design - A plan which is formulated and followed by a district/school. An assessment design is needed to provide a logical and rational process for assessing the degree of goal attainment, and hence, the identification of goal areas in need of program development or modification.

Assessment instrument - Any procedure by which informaiton is gathered and recorded.

Assessment objectives - The combination of goal indicators and standards used to identify discrepancies between current status and desired goals.

IGE

Assessment - The act of obtaining information about the individual pupil regarding current achievement, learning style and attitudes, predictions of rate of learning for the purpose of planning subsequent learning programs.

Assessment, types of - Four types of assessment are used in IGE:

Paper and pencil tests

Performance tests

Observation

Work samples

The following chart positions these four types of assessment:

SITUATION	WHAT IS ASSESSED?	
	Written Work	Overt Behavior
Formal Testing Situation	Paper & Pencil Test	Performance Test
Normal Classroom Environment	Work Samples	Observation of Behaviors

Assessment, individual - The process by which much relevant information is gathered and used in understanding an individual student without necessarily evaldating the student's performance and characteristics in terms of a criterion.

Assessment instrument - A measurement tool, such as a test.

Assessment, pre- - The process of gathering various kinds of information to understand the individual prior to the start of an instructional sequence; some of the information is used to evaluate the student's readiness for attaining particular instructional objectives.

Assessment post- - The process of gathering various kinds of data to understand the individual after a sequence of instruction. Some of the information is used to evaluate the students' attainment of particular instructional objectives.

Basic skills - Skills such as those involved in reading, language, and arithmetic. Their development is emphasized during the elementary school years and they are regarded as essential to the further study of content subjects.

Brainstorming - a popular nontechnical term for certain techniques for the stimulation of creative thinking in the development of new ideas; consists of individual or, more generally, small-group activity in which a deliberate attempt is made to think uncritically but creatively about all possible approaches and solutions to a given problem, the group participating in spontaneous and unrestrained discussion which usually involves evaluative feedback.

T & E

IGE

Center, instructional materials (IMC) - 1. An area set up by a school system consisting of at least a library and an audiovisual center which contain a variety of instructional material and equipment (syn. educational materials center; multimedia center; learning resource center, media center); 2. An area set aside within a single school in which the multimedia approach is utilized for individual and group teaching-learning activities.

Center, learning - An area in the classroom or some designated area in the school where there is a wide assortment of resources for learning.

Clinical workshop - A planned experience in which the participant learns specific behaviors not only by reading, viewing and talking about them, but also by doing them in an actual school environment with students and other teachers; the workshop is designed to facilitate continuous improvement using these techniques plus that of providing immediate analysis and feedback to the participant from his peers and staff members who are expert in developing the behaviors sought.

Clue-in conference - An overview conference designed to inform key laymen and high echelon educators about IGE philosophy and processes.

Cognitive domain - The acquisition of particular knowledge or information.

Cognitive domain - The area of learning or instruction pertaining to attaining and using knowledge.

Cognitive outcomes of education - Result from education in the intellectual skills; not to be confused with an objective of education, which is a desired result of education.

Competency, functional - Ability to apply to practical situations the essential principles and techniques of a particular subject matter field.

Commitment - An emphasis by the local educational administrative and instructional staffs on the implementation of a thorough and efficient educational system as defined in the New Jersey Administrative Code and Public School Education Act of 1975.

Community Involvement - A concerted effort on the part of educators to develop a partnership with those who support and receive the services of the public school.

Comprehension – The process of acquiring or developing the meaning of various types of material, including words, sentences, paragraphs, and longer material.

Conditionally Approved - A school or district with specific deficiencies is granted a prescribed period of time in which to plan and implement remediation, pursuant to law and regulation. (New Jersey Administrative Code).

Consultation - To confer with another individual(s) by sharing ideas and making advice.

"Consultation with"

The local school district must be able to show that it has invited parents and other interested individuals to participate. The district or school must make the offer of participation, as well as, a reasonable effort to effect that offer.

T & E

Context Information - External Context - Management data external to a span of control needed to develop, plan and implement a set of processes to achieve an end. External context information can be categorizes as follows: historical, physical demographical, political, social services, economical.

Internal Context - Management data from within a span of control needed to develop, plan and implement a set of processes to achieve an end.

Criterion-referenced measures - Measures which are constructed to determine whether a learner has obtained a specific proficiency standard level. The proficiency level or standard of the individual student is related to the instructional activities he/she has experienced. The meaningfulness of an individual's score is not dependent on comparison with other individuals tested.

Data Collection - All the procedures that are necessary to accumulate, reduce and process the various types of data needed to make evaluative decisions.

Data collection procedures are needed to insure that someone does in fact do all that is necessary to collect, process and report the evaluation data that has been requested.

Demography - The completion of each of the publics within the community, e.g., age, sex, occupation, educational achievement, ethnic origin, etc.

(See Context Information)

IGE

Cooperatively Planned Unit (CPU) - A portion of a learning program for one or more students which is planned jointly by the student(s) and teacher(s).

Criterion, mastery - A standard that explicitly indicates full or complete attainment of an objective or objectives, usually in the cognitive or psychomotor domain; e.g., 90 percent correct on a 30-item test that measures attainment of three objectives in science; walking a mile in 15 minutes without stopping to rest or running. Mastery criteria are usually set when it is known or presumed that one objective, or set of objectives, must be attained fully before the next one can be undertaken successfully.

Criterion-referenced measurement (testing, assessment) - Measurement, the results of which are interpreted with respect to what the student knows or can do rather than relating the results to those of some external reference group.

Criterion, variable - A standard that implies that either (a) not all students must attain the same level of knowledge, skill, or affective outcome, or (b) that a particular lesson or unit contains several objectives not all of which are to be attained to the same specified level. Variable criteria are generally set in connection with expressive objectives, objectives in the affective domain, and objectives in the psychomotor domain. In general, only a limited number of objectives in the skill subjects are to be attained to mastery by all students at one time during their elementary school years, and even here allowances are made for exceptional students; e.g., blind, deaf, emotionally disturbed, mentally retarded.

Critiqueing - The Unit's ongoing evaluation of their own performance.

Decision making - The act of making a choice among defined alternatives concerning a defined issue or problem.

Decision making, involvement in - The extent to which one engages in defining a problem, suggesting alternatives, making decisions, and evaluating decision outcomes.

T & E

IGE

Diagnostic item set - A set of items that can be scored in such a way that certain patterns of incorrect responses isolate specific types of errors being made by students.

Diagnostic test - A test the results of which are used to identify or analyze a student's specific strengths and weaknesses.

Differentiated staffing - Dividing the roles of school personnel into different professional and paraprofessional subroles according to specific functions and duties to be performed in the school and according to particular talents and strengths evident within the human resources of any given school community.

Discrepancy - The difference between an educational goal statement as defined by assessment objectives and the degree of attainment of the goal as determined by an assessment of the goal indicators.

Domain - The word domain refers to a field of action, thought, or feeling. In IGE, domain refers to the threefold division of educational objectives as outlined by the Taxonomy of Educational Objectives; the three divisions are objectives which refer to the Cognitive Domain, the Affective Domain, and the Psychomotor Domain.

Economics - The major influences upon the monetary structure of the district/school.

Educational Plan - A comprehensive procedure which enables participants working together to define and set goals, to appraise progress through assessment, to analyze problems, to plan for and to implement a program for improvement and to evaluate progress toward achieving goals, objectives and standards. (New Jersey Administrative Code).

Educational Program (Curriculum) - A written plan including one or more aspects of instruction such as philosophy, policies, aims, objectives, subject matter, resources and processes. Such a plan may be as narrow in scope as a unit or topic of instruction, or as broad as the entire curriculum of a school system or level of instruction within a State (See Program).

Evaluation - A process that provides meaningful information for decision making. It is a continuous process that collects, processes and converts relevant data to a form that allows decision makers to assign value or worth to a process, program or product. Evaluation should provide the information base for planning, managing and improving the total educational program of the district/school.

Evaluation - The science of providing information for decision making; the process of delineating, obtaining and providing useful information for judging decision alternatives.

Evaluation criteria - The standards against which a person, a group, a procedure, or an instrument may be checked.

Evaluation cycle - The cycle which begins with an initial determination of educational objectives for a particular course or program and ends with a final evaluation of its effectiveness.

Evaluation Design - The plan or model formulated and followed by a district/school in conducting an evaluation of annual improvement plans.

Evaluation, formative - Evaluation of a student's learning during an instructional sequence; evaluation of an instructional product, e.g., a textbook, a film, while it is being developed; evaluation of a process while it is being carried out.

Evaluation, informal - Appraisal of an individual's status or growth by means other than standardized instruments.

Evaluation, initial - Evaluation of a student's characteristics and level of achievement before determining appropriate instructional objectives for the student; evaluation of an instructional product, e.g., a textbook, a film, before using it; evaluation of a process, e.g., planning an instructional program for a student, planning for the use of materials by the IIC before beginning the actual process.

Evaluation, instrument - Any of the means for obtaining information on the progress of a learner and the effectiveness of instruction. Quantitative and qualitative data, object measures, subjective impressions, tests, observations, anecdotal records, case studies, and sociometric methods may all serve as instruments for deciding whether instructional objectives have been obtained.

Evaluation of a curriculum - The assessment of learning activities within a specific instructional area for the purpose of determining the validity of objectives, relevancy and sequence of content, and achievement of specified goals; leads to decisions associated with planning, programming, implementing, and recycling program activities.

Evaluation, of an instructional program of a student - An estimate of the quality of the instructional program arranged for a particular student that uses as the criterion the student's attainment of the stated objective(s) of that program.

Evaluation, of staff - An estimate of the quality of a person's performance based on one or more criteria such as achievement, adjustment, behavior, and the judgment of school officials, parents, students, and the role incumbent.

Evaluation, of a student - A process in which information derived from many sources is used to arrive at a value judgment; includes not only identifying the degree to which a student possesses a trait or to which the student's behavior has been modified but also evaluating the desirability and adequacy of these findings.

Evaluation, summative - Evaluation of a student's learning at the end of an instructional sequence (this would also be considered part of the formative evaluation of an instructional program comprised of more than one sequence); evaluation of an instructional product—textbook, film, total instructional program of a student—after it is completed or finished; evaluation of a completed process.

Facilitative environments - The intra- and extraorganizational agencies, groups, and individuals who contribute to installation, refinement, and renewal of innovative educational programs.

Facilitator - An intermediate Agency employee who provides leadership to League schools.

T & E

Formative evaluation - The collection of appropriate evidence during the construction and implementation of a new curriculum in such a way that revisions of curriculum can be based on this evidence. Formative evaluation is for the use of systematic evaluation in the process of curriculum construction, teaching and learning for the purpose of improving the three processes.

Goal - A written statement of educational aspirations for learner achievement and the educational process stated in general terms. (New Jersey Administrative Code).

Goals are statements of broad direction, general purpose or intent.

A goal is general and timeless and is not concerned with a particular achievement within a specified time.

Goal development - A process for determining the educational aspirations of the community for the public schools.

Goal indicators - Statements of conditions that would exist were the goal being attained and provide a basis for goal assessment objectives.

Goals, process or activity - Transitional or facilitating procedures for product goal attainment, usually the responsibility of the administrative staff of a program.

Goals, Product or outcome - Ends or terminal expectations for pupils, usually the responsibility of the staff (operations).

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Family group - A small group of students in the I & R Unit who meet regularly with the same teacher for human development activities, planning and assessment and parent-student-teacher conferences. The teacher of this group becomes each student's advisor (also called Teacher-Advisor System).

Goal - An end state or condition toward which the motivated behavior sequence is directed and by which the sequence is completed.

Grade equivalent - The mean or median achievement of pupils in a given school grade on a given standardized test. Grade norm tables usually present these mean scores for several adjacent grades.

Group, instructional - A social system exhibiting the general characteristics of groups with the particular quality of the group being shaped by the fact that it is essentially a formal work group functioning within the institutional setting of the school.

Group morale - A sense of satisfaction and motivation which results from personal identification with rationally determined organizational goals. Morale is relative. It may be described as high or low relative to another point in time or another situation.

Group problem solving - Collective action involving students and staff to discover or to achieve an answer or a solution to a problem or set of problems.

Heterogeneity - A term which when applied to the individuals in a group or the items in a test, refers to the degree to which they are different or unlike.

Homogeneity - A term which when applied to the individuals in a group or the items in a test, refers to the degree to which they are alike or not different.

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Hub Committee - A committee comprising representatives from staffs of schools which are members of a League of schools; the Hub Committee is formed to provide for the IGE Facilitator an analysis of League operations and to make recommendations for new League action.

Human Development - The term used for those activities which assist teachers and students to (1) know each other, (2) develop trust and understanding of other persons, (3) work together in problem solving and moving to consensus, and (4) build self-concept.

/I/D/E/A/Change Program - A term to classify programs prepared by the Institute for Development of Educational Activities, Inc. (/I/D/E/A/) and designed to facilitate the implementation of research findings more rapidly than by natural evolution.

Individualized Learning - This is a learning experience tailored to the individual child. It should not be confused with independent study which presupposes each child doing a different thing at any given time, or tutorial situations which require a constant one-to-one relationship between the adult and the child.

Individually Guided Education - An educational process that uses clearly stated (usually locally adapted) discrete learning objectives, individually tailored learning activities, and an ongoing system of assessment that monitors the performance of pupils.

IGE Learning Program - The combination of teacher/learner activities, materials, mode, time, space, and equipment that is tailored to meet any given learning objective for each individual pupil.

IGE Planning System - Functions performed by Learning Community members to determine what is to be learned and how it will be learned. Goal setting (using system-wide educational goals, broad objectives applicable to large numbers of students, and learning objectives relevant to an individual student) is one major function; design is a second function and establishes such elements in the learning environment as themes or topics, activities, time, teacher responsibilities, grouping, scheduling, materials and facilities.

IGE School - The appropriate reference to a school striving to achieve all outcomes associated with Individually Guided Education.

Instruction, individualized - As commonly used, any type of teaching-learning situation in which consideration is given to planning and arranging instruction for the individual student; more strictly, the kind of teaching-learning situation in which each student receives instruction of a different kind or at a different rate from other students, for example, in guided independent study and in proceeding through a sequence of instruction at the individual's own rate; this is in contrast to instructional programming for the individual student in which children who have similar needs and readiness to attain the same objectives are grouped for instruction.

Inservice teacher education - A school system, or area teacher training plan that may include such activities as workshops and seminars for individuals who are already teaching. It is designed to increase staff competency or to inform them of recent developments.

Instructional Improvement Committee (IIC) - The organizational element of the multiunit school organization structure at the school level. It is composed of the principal, the unit leaders, and a parent representative. The IIC carries out many planning and evaluating functions regarding instruction previously performed by the principal or teachers independently.

Instructional program - 1. a statement or description of instructional activities over a given period of time designed to enable the students to attain specified instructional objectives; 2. That which is being taught or has been taught by the school or teacher in question and the manner of insturction.

Instructional programming for the individual student - The process of identifying objectives, planning and carrying out a series of activities, and using materials (learning experiences) by which a student is to attain the objectives to a stated criterion; the amount of time may or may not be specified.

Instructional programming model (IPM) – A seven-step model for planning, carrying out, and evaluating instructional programs for the individual students of a school building (see **Instructional program for the individual student**). The model takes into account these conditions: that some but not all instructional objectives should be attained by all students during elementary school; that some but not all objectives should be attained by students to a criterion of mastery, and that some, but not most, objectives are attained in a fixed and invariant sequence.

Instructional and research (I&R) unit – An element of the multiunit school organization typically consisting of a unit leader, three to five staff teachers, an instructional secretary, a teacher aide, and 100-150 students. The I&R Unit replaces the age-graded self-contained classroom organization for instruction. The staff of the unit is a hierarchically organized team with clearly defined job descriptions.

Intern - A university student assigned to work with a Unit as completion of his teacher training. The intern performs all normal teaching duties under the supervision of the teacher-training institution and the Unit leader.

League or League of IGE Schools - A group of schools working cooperatively to implement IGE; its efforts are coordinated by a Facilitator and a Hub Committee.

Learning - A relatively permanent change in behavior that occurs as the result of practice. Behavior changes due to maturation or temporary conditions of the organism, e.g., fatigue, the influence of drugs, adaptation, are not included.

Learning Community - A heterogeneous group of staff members and students striving to maintain a highly personalized environment in an IGE school; this group is the basic unit of change within the school.

Learning Community Leader - The person responsible for organizing, coordinating, and leading the Learning Community to carry out its function of educating students and providing staff development programs.

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Learning Delivery Systems - Methods of structuring the presentation of concepts and skills techniques so as to promote their mastery by students; these might take the form of learning stations, short courses. cooperatively planned units,learning packages, simulations, and other instructional devices for focusing student's attention on specific objectives.

Learning Objective - A statement of behavior the student will demonstrate; it is stated with sufficient specificity to insure clarity for teachers and students.

Learning Style - A combination of characteristics of the individual child that determines the way he learns best. Learning style is a complex phenomena that is assessed primarily by determining what factors have worked before for a particular child. Therefore, knowing "how" a child has learned becomes fully as important as knowing that he has, in fact, learned.

Measurement, educational – 1. A term indicating the testing, scaling, and appraisal of aspects of the educational process for which measures are available and of the individuals undergoing the educational process; 2. The end product obtained through applying a measure to any aspect of the educational process or the individuals undergoing it.

Mental age - A person's score on a test of mental ability expressed in terms of the chronological age in months of persons whose average test score is the same. Thus, if a child's mental test score is equal to that of the average eight-year-old on the same test, the child has a mental age of eight years (96 months) regardless of actual chronological age.

Mode, learning - The number of people in any given learning situation. The four learning modes are: (1) independent mode (pupil working alone); (2) one-to-one mode (pupil working with another pupil, a teacher, aide, or other adult); (3) small-group mode (usually 4-11 pupils working together); and (4) large-group (usually 40 or more pupils).

Monitor - To chart the course of the educational program in a district and to suggest modifications for that course which result in an improved process.

Multiage Grouping - An organizational structure in which students of two or more age groups are assigned together for instructional purposes.

Multi-unit Elementary School - A school divided into instructional Units. The Units consist of a Unit leader, Unit teachers, aides, and 75-105 pupils. In the IGE System, the Unit will have a multiaged pupil population, a nongraded approach to curricular design, and learning programs designed for individual pupils.

Needs - The difference or discrepancy between the current status and desired goals.

Needs Assessment - The collection and analysis of information to determine if a particular existing educational program is bringing about the desired learner performance.

Norm-Referenced Tests - Tests that statistically depict performance of specific groups (e.g., grade, age, percentile). Norm-referenced measures are those which are constructed to facilitate comparisons among students. The student's relative standing within a distribution of attainment is the primary purpose of measurement. Such measures provide very little or no information about the degree of proficiency or standard demonstrated by the tested behavior in terms of what the learner can do. They show that one student is more or less proficient than others in a given content or subject area.

Norm-Referenced measurement (testing assessment) - Measurement conducting with the intention of interpreting the results so as to differentiate individuals or to discriminate among the individuals of some defined group.

Objective - A written statement of the intended outcome of a specific educational process. (New Jersey Administrative Code).

Objective-based instruction - A system of instruction in which instructional activities and evaluation procedures are based on clearly stated objectives.

Objective, behavioral - An instructional objective that includes a description of observable or measureable behavior: the behavior may be measurable, not necessarily only over t behavior that is directly observable.

Objective, educational - An aim stated for education in general, for a school division, or for a subject in general.

Objectives, Affective - Objectives which emphasize a feeling, tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. A number of such objectives are expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

Objectives, Cognitive - Objectives which emphasize remembering or reproducing something which has presumably been learned, as well as objectives which involve the solving of some intellectual task for which the individual has to determine the essential problem and then reorder given material or combine it with ideas, methods, or procedures previously learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.

Objectives, Learning - A statement of what behavior the pupil will demonstrate and how he will demonstrate it when he has completed the learning program.

Objectives, Long-range - Involving or taking into account more than one school year.

Objectives, Psychomotor - Objectives which emphasize some muscular or more skill, some manipulation of material and objects, or some act which requires a neuromuscular coordination. The psychomotor objectives are most frequently related to handwriting, physical education, art, and music activities.

Objectives, Short-range - Involving or taking into account up to one school year.

Outcomes, educational - The immediate, long-range, and ancillary outputs of the school or the educational process.

Outcomes, instructional - Outcomes that result from the instructional program, planned in terms of pupil growth in all areas.

Overview Conference - A conference designed to disseminate information about IGE philosophy and processes to key members of school staffs investigating the feasibility of implementing IGE in their buildings; such conferences frequently include local community people whose views have impact on school-community relations.

Performance - Overt or readily measured behavior as distinguished from knowledge or information not translated into action.

Personality - The individual characteristics and ways of behaving which, in their organization or patterning, account for an individual's unique adjustments to the total environment (syn., individuality).

Population - The total number of all observations of the same type which could be utilized in sampling.

Postassessment - The process of gathering various kinds of data to understand the individual after a sequence of instruction; some of the information.

Preassessment - The process of gathering various kinds of information to understand the individual prior to the start of an instructional sequence: some of the information is used to evaluate a student's readiness for attaining particular instructional objectives.

Preservice teacher education - The program planned and implemented by an institution of higher education which terminates in a degree and teacher certification.

Proficiency Indicators - What is expected from an educational program in terms orrproficiency of pupils. Proficiency indicators are essential to program evaluation: They provide direction and substance to the program. Indicators supply both, teacher and pupil with instructional goals. They provide a baiss for determinign the degree of success a program is providing.

Proficiency Level - The precise and exact expectations of a given learner or group of learners. The proficiency level may be related to the proficiency of other students as in the case of norm-referenced measures or be related to a specific criterion (an absolute standard of quality).

Program - A unique combination of personnel, facilities, equipment and/or supplies which operate together to accomplish common goals and objectives.

Program, education, of a building - A short statement of the terminal objectives that all students are to attain at a specific point in time. e.g., after seven years of schooling, after one year of schooling, and the related learning experiences by which the various objectives are to be attained. Common objectives which are to be attained by all students and other objectives to be attained by some but not all students should be indicated.

Program Implementation - The ability or readiness of the district/school to initiate a modified and/or new program. It refers to all of the processes needed to operate the program.

Program Improvement - Changes in programs which help to bridge the gap between educational goal indicators and existing conditions.

Program Improvement Council (PIC) -A decision making body especially concerned with school-wide policies and operational procedures.

T & E

Program Improvement Selection - The process of retention and/or modification of existing programs and the implementation of new programs for the purpose of ameliorating an educational discrepancy.

Program Proficiency Indicators - Performance statements that when measured, indicate how well the goals of the program are being achieved.

Psychomotor Domain - The acquisition of particular muscular and motor skills.

Rationale - The justification of the implementation of a new program or the modification of an existing program. The rationale should include a statement of philosophy for the program.

Recycle - The process of going through the planning process again. Recycle is the part of the planning process that gives it the continuous nature. Change is not dramatic, it is gradual and incremental. Recycling allows the district/school to stay in the planning process and work toward widespread and continuous improvement.

Remediation - Changes in the functioning of a district or school presented as a consequency of disapproval. The changes are intended as an educational improvement process that alleviates the deficiencies which caused the disapproval.

Reporting - A form of communication that must address many audiences. The results of the evaluation are important to many people and must be provided to them in an understandable form.

Reporting is a continuous activity of the educational planning process.

School Approval Process - The agreed upon educational planning model which will be used to (1) approve schools, (2) assist schools in innovative program selection, and (3) to direct remediation and educational improvement. There are five basic tasks in the School Approval Process: Goal Setting, Assessment, Program Selection or Program Planning, Evaluation and Reporting and Recycling of Process.

Selection Criteria - Standards on which judgments are based.

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Program planning - A process by which the nature and sequence of future educational programs are determined.

Regional IGE Coordinating Council (RICC) - The intermediate group in a three-level organizational arrangement. The group is composed of representatives of the Systemwide Program Committees of the school districts of the region, a representative of the intermediate agency of the region, a representative of at least one teacher education institution of the region, and a representative of the state education agency.

Resource Teacher - A teacher member of the Learning Community providing specialized talent in a curriculum area or methodology.

Skill development group - A small group used when a number of students are studying the same skill objective or set of related objectives and are to master the objective(s) at some time during the elementary school years.

Sociometric grouping - A grouping technique that uses student self-selection to build small groups.

Staff development - Continuous improvement of teacher knowledge, skills and attitudes as planned for and with the I & R Unit, the school, and the school district.

Standards - The procedures and stated levels of proficiency used in determining the extent to which goals and objectives are being met. (New Jersey Administrative Code.)

State IGE Coordinating Council (SICC) - The state group in a three-level organizational arrangement. It is chaired by the chief state school officer or his designee, and composed of at least one state IGE coordinator, other key personnel of the state agency, and representatives of each RICC including a teacher educator, a representative of an intermediate agency, and a representative of a System-wide Program Committee.

Systemwide Program Committee (SPC) - The element of the multiunit school organization at the school district level; it is chaired by the superintendent of schools or his designee and consists of representative central

Task Force - A temporary grouping representative of the various publics of a community under leadership for the purpose of accomplishing a definite objective.

Task Group - Ad hoc committees created to study a problem, act as a sounding board, define alternative plans of action, or coordinate implementation of a project or program.

Teacher-advisor system - See Family group.

Teaching Staff Members - All teachers, principals, assistant principals, vice principals, superintendents, assistant superintendents, school nurses and such other employees as are in positions which require them to hold appropriate certificates issued by the board of examiners, serving in any school district or under any board of education. (New Jersey Administrative Code).

Team teaching - A type of instructional organization involving teaching personnel and the students assigned to them in which two or more teachers are given joint responsibility for all or a significant part of the instruction of the same group of students. The team may include paraprofessionals and student teachers; the I & R Unit is a hierarchical team with clearly defined roles for all members, and it has functions in addition to instruction.

Test - A collection of items (questions, tasks, etc.) so arranged that replies or performances can be scored and interpreted.

Test, achievement - An instrument designed to measure a student's accomplishment or proficiency related to some body of knowledge or skill; often used to measure achievement in arithmetic, chemistry, English, typing, and other subjects of study; most tests made by teachers for classroom use are achievement tests.

Test, aptitude - An insturment given to determine the protential of an individual for development along a special ine or the extent to which he or she is likely to profit from instruction along that line. Tests of academic aptitude, scientific aptitude, music aptitude, clerical aptitude, and other special aptitudes are available.

Test Battery - A collection of tests whose composite scores are used to appraise individual differences.

Test, criterion-referenced - The instrument used to measure the end result of an instructional sequence or an experimental treatment.

Test, diagnostic - An instrument designed to reveal specific weaknesses or failures to learn in some subject of study such as reading or arithmetic. In a diagnostic test the main interest is in scores on individual items or on small groups of highly similar items.

Test, group - A test administered to several people at once by a single tester. A college examination is usually a group test.

Test, individual - A test designed to be administered to one person at a time. Binet inteligence tests are individual tests.

Test, mastery - An instrument not intended to indicate how much a student has achieved relative to other students, but only whether or not the student has achieved enough to satisfy the minimum requirements of the teacher or the examining agency.

Test, nonverbal - Usually an intelligence test, a test which aims to minimize the importance of language skills as a factor determining the test score. In the purest form of nonverbal test there is no use of words, written or spoken, either by the examiner giving the test or by the subjects responding to it. More commonly, a nonverbal test is one in which no written directions are employed and to which the subject responds without using language. Such tests are commonly used in testing small children, illiterates, and others with language deficiencies.

Test, objective - A test that can be provided with a simple predetermined list of correct answers, so that subjective opinion or judgment in the scoring procedure is eliminated. The scoring of true-false, multiple-choice, or matching exercises is completely objective. The scoring of short-answer or completion itsms is partly objective.

Test, performance - A test to which students ordinarily respond by overt action; that is, by motor or manual behavior; more broadly, any test intended to measure actual accomplishment rather than potential ability.

Test, power - One on which examinees' scores depend on how much they are able to do, not how rapidly they are able to do it. Hence, in a power test there is either no time limit at all or a very generous time limit. The tasks in a power test are sometimes arranged in order of increasing difficulty, with the expectation that examinees will stop when they reach tasks of a level of divvidulty beyond their capabilities.

Test-retest reliability – Reliability established through the correlation between scores on two separate administrations of the test to the same group of individuals.

Test, work-sample - A performance test which provides a controlled tryout of the examinee's behavior under conditions as similar as possible to those to be encountered in a work situation.

Thinking - Behavior carried on in terms of ideas (representational or symbolic processes); ideational problem solving as distinguished from solution through overt manipulation.

Theory - A set of assumptions (axioms) advanced to explain existing data and predict new events; usually applicable to a wide array of phenomena and experimental situations.

T&E - A process model of educational evaluation. It is more than the conventional input (fiscal support) and output (some levels of minimum standards) model: It is a "production function" model, concerned with the transformation of inputs into activities and programs which lead to learning outcomes. This "production function" planning and program development process operated by the staff of each school in relationship to agreed upon goals and objectives.

This process model is really a systems model with a concern for the internal and intermediate steps and processes of educational "production."

Unapproved (or Disapproved) - A classification stating that a school or district has failed to show sufficient progress in implementing goals, objectives and standards, pursuant to law and regulation. (New Jersey Administrative Code).

Underachievement - The term used to describe the educational situation of a pupil who has aptitude test scores substantially higher than achievement test scores. Often such apparent discrepancies are due to a difference between the kind of achievement the aptitude test measures, and the kind that the achievement test measures (for both measure learned achievements). Sometimes the discrepancies are due to different bases used in norming the aptitude and achievement.

Understanding - The process of acquiring or developing the meaning of various types of material.

Usability of a test - Factors related to a test such as ease of scoring, ease of administration, cost and availability, that determine the practical considerations in selecting a test.

Unit leader - A certified teacher who, in addition to teaching children from 50 to 80 percent of the time, is responsible for serving as the instructional leader of an I & R Unit, charing meetings of the unit, and serving on the IIC of the school building; a main instructional responsibility is to lead the unit staff in planning, carrying out, and evaluating instructional programs for individual students.

Validity - The extent to which a test of measuring instrument meets the purpose for which it is intended, or the extent to which it measures what it purports to measure.

Validity, concurrent - Criterion-related validity for which the criterion is some present performance.

Validity, content - Validity based on the extent to which the test adequately samples the domain of possible items.

Validity, criterion-related - Validity established by how well the test score is a predictor of some criterion which is usually performance on another test or on some measurable task.

Validity, predictive - Criterion-related validity for which the criterion is some future performance.

Work sample - A non-test product of student learning, such as a hand-writing sample, a science project, or a written report.

/I/D/E/A/ - IGE Outcomes

1. All staff members have had an opportunity to examine their own goals and the IGE outcomes before a decision is made to participate in the program.

2. The school district has approved the school staff's decision to implement the /I/D/E/A/ Change Program for Individually Guided Education.

3. The entire school is organized into Learning Communities with each Learning Community composed of students, teachers, aides, and a Learning Community leader.

4. Each Learning Community contains a cross section staff.

5. Learning Community members have an effective working relationship as evidenced by responding to one another's needs, trusing one another's motives and abilities, and using techniques of open communication.

6a. Each Learning Community is composed of approximately equal numbers of two or more student age groups. (Ages 5-11)

or

6b. Each Learning Community is composed of approximately equal numbers of all student age groups in the school. (Ages 10-19)

7. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's learning program.

8. Personalized in-service programs are developed and implemented by each Learning Community staff as a whole as well as by individual teachers.

9. The Learning Community maintains open communication with parents and the community at large.

10. Sufficient time is provided for Learning Community staff members to meet.

11. Learning Community members select broad educational goals to be emphasized by the Learning Community.

12. Role specialization and a division of labor among teachers are characteristics of the Learning Community activities of planning, implementing, and assessing.

13. Each student learning program is based on specified learning objectives.

14. A variety of learning activities using different media and modes are used when building learning programs.

15. Both student and teacher consider the following when a student's learning activities are selected:

    Peer relationships
    Achievement
    Learning Styles
    Interest in subject areas
    Self-concept.

16. Students pursue their learning programs within their own Learning Communities except on those occasions when their unique learning needs can only be met in another setting using special human or physical resources.

17. Learning Community members make decisions regarding the arrangements of time, facilities, materials, staff, and students within the Learning Community.

18. The staff and students use special resources from the local community in learning programs.

19. A variety of data sources is used when learning is assessed by teachers and students, with students becoming increasingly more responsible for self-assessment.

20. Each student (individually, with other students, with staff members, and with his or her parents) plans and evaluates his or her own progress toward educational goals.

21. Teachers and students have a systematic method of gathering and using information about each student which affects his or her learning.

22. The Program Improvement Council formulates school-wide policies and operational procedures and resolves problems referred to it involving two or more learning communities.

23. The Program Improvement Council coordinates school-wide in-service programs for the total staff.

24. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the League schools.

25. The school as a member of a League of IGE Schools stimulates an interchange of solutions to existing educational problems plus serving as a source of ideas for new development.

26. The Learning Community analyzes and improves its operations as a functioning group.

27. Learning Program plans for the Learning Community and for individual students are constructively critiqued by members of the Learning Community.

28. The Program Improvement Council analyzes and improves its operations as a functioning group.

29. Each student can state learning objectives for the learning activities in which she or he is engaged.

30. Each student accepts increasing responsibility for selecting his or her learning objectives.

31. Each student demonstrates increasing responsibility for selecting or developing learning activities for specific learning objectives.

32. Each student demonstrates increasing responsibility for pursuing her or his learning program.

33. The Program Improvement Council assures continuity of educational goals and learning objectives throughout the school and assures that they are consistent with the broad goals of the school system.

34. Students are involved in decision-making regarding school-wide activities and policies.

35. Teacher performance in the Learning Environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods.

Appendix E

Wisconsin R & D Center Objectives for Individually Guided Education

System Commitment and Preparation

1. The superintendent and his representative attend an overview conference sponsored by the R&D Center or by an implementation agency of the Center.[1]

2. The superintendent or his representative presents the IGE/MUS-E concepts and related information to the Board of Education.

3. An agreement between the local school district and the implementation agency relative to general conditions and standards for implementation is signed and distributed to appropriate persons, including the principals of multiunit schools.

4. One administrator in the district is designated as coordinator and is responsible for successful operation of the program, for liaison with the implementation agency, for coordinating the program locally and for planning the expansion of the program.

5. Decisions are made relative to procuring the appropriate instructional materials for pupils so that the model of instructional programming for the individual student may be implemented in at least one curriculum area during the first year of implementation.

6. Schools that plan to become IGE/MUS-E schools are identified and procedures for identifying unit leaders are formulated.

7. General plans[2] for staff development are formulated and time is allotted for a staff development program.

8. The systemwide policy committee (SPC)[3] is formed consisting of the superintendent and/or the administrator designated as program coordinator, principals of IGE/MUS-E schools, consultants in curriculum areas in which IGE is implemented, and representative unit leaders and staff teachers. The composition of this committee varies according to the size of the school district, the number of MUS—Es, and other conditions.

Staff Assessment and Preparation

9. The principal and unit leaders of each school attend a workshop for them sponsored by the implementation agency.

10. The instructional improvement committee (IIC) for each building is formed, consisting of the principal and all the unit leaders.

11. The wishes and competencies of teachers and other school personnel are identified relative to their participation in an IGE/MUS-E school.

12. Arrangements are made for the transfer of any teacher not desiring to participate in an IGE/MUS-E school after consultation with the teacher.

13. Teacher strengths are assessed by the IIC relative to:

    1. Subject matter background
    2. Teaching styles
    3. IGE development tasks (e.g., identifying appropriate instructional objectives, developing or carrying out assessment procedures, planning for instruction, identifying instructional materials, and evaluating pupils. performance.)

14. Units are formed and include a pattern such as this:[4]

    1. Children from what would traditionally be two or more grade levels, but not to exceed 150 children.[5]
    2. A designated unit leader (lead teacher).
    3. Not fewer than two or more than five certified teachers (including the unit leader and possibly a first-year or resident teacher).
    4. Some combination of aides teaching interns, and student teachers.

15. Teachers and other unit staff members agree to work cooperatively for the successful operation of the IGE/MUS-E program for the ensuing school year.

16. An inservice program for the entire staff of the school building of at least three days duration is planned by the IIC.

17. At least one subject matter area is selected by the IIC for implementation of IGE.

Instructional Programming

18. The SPC endorses and provides other support as necessary for:

    1. The adoption and installation of an objective-based curriculum in the IGE subject matter area(s).
    2. Non-grading and continuous progress of pupils.

19. The SPC helps the building staff identify appropriate sets of behavioral objectives and instructional materials for use in implementing IGE in the chosen subject matter area(s).

20. The SPC plans with the building staff the preassessment program which is an integral part of IGE, and coordinates it with the systemwide testing program.

21. The IIC selects the initial and subsequent curriculum area(s) for IGE implementation in the school.

22. The IIC formulates a statement of general educational objectives in terms of terminal performances for the area selected for IGE implementation. (These projections may be stated in terms of performance on norm-referenced achievement tests, attainment on criterion-referenced tests, or performance criteria designed for specific objectives.)

23. The IIC at least by early in the second year, formulates a statement of general educational objectives for other subject matter areas in terms of terminal performances (cognitive, affective psychomotor) projected for students enrolled in their school.

24. The IIC identifies or develops, cooperatively with central office personnel, appropriate criterion-referenced tests, and sets of behavioral objectives related to the general educational objectives for the subject matter areas in which IGE is being carried out. (Each unit may be involved).

25. The IIC identifies or develops, cooperatively with central office personnel appropriate ability tests normal-referenced achievement tests, observation schedules, etc., to aid the unit staff in assessing abilities and the level of achievement of each child in the selected IGE curriculum area(s).

26. The IIC reviews the plan of each unit for implementation of IGE in the selected curriculum area(s).

27. The IIC secures consultant help as necessary to identify instruments and procedures to aid the unit staff in assessing each child in terms of:

    1. Level of motivation
    2. Learning Styles
    3. Interests and attitudes
    4. Special problems (personal or learning)

28. The IIC identifies or develops procedures for keeping records of each individual's progress, with respect to the behavioral objectives. These records are used throughout the school and are transferred with the child as he moves from unit to unit.

29. The IIC secures consultant help as necessary to identify instructional materials and procedures to aid the staff in developing IGE programs.

30. The IIC plans, monitors, and evaluates IGE implementation in terms of nongraded continuous progress and the IGE instructional programming model.

31. The IIC assures the consistency of IGE implementation across units.

32. A plan is developed for implementing IGE in the chosen subject matter area.

    1. Past curricular procedures materials, and tests in the selected IGE subject matter area(s) are evaluated (retaining successful elements and adapting them to IGE).

    2. Teachers are assigned development responsibilities for IGE planning tasks (e.g. writing objectives, developing assessment instruments, keying materials, and evaluating pupil performances.)

    3. The completed plan specifies:

        a. A timetable for implementation, including date of pre-assessment and duration of groupings established.

b. Strategies for grouping children and assigning staff to groups formed.

c. An assessment of material needs, including tests, to carry out the plan.

33. A subset of the instructional objectives adopted by the IIC is selected as the focus of instruction. This is the first step in implementing the instructional programming model.

34. Pre-assessment is carried out according to plan within the first month of implementing the model. (Assessment of student's motivational level, learning style interest and attitudes, and special problems is carried out as soon thereafter as the unit staff can conduct the assessment and utilize the results.)

35. Assessment results are recorded in a usable form (e.g. on charts, McBee cards lists, individual folders).

36. Pupils are placed in initial groups in the IGE curriculum area based on assessment results regarding achievement, learning style motivational level, interest, or some other relevant variable.

37. Instruction is provided using a variety of materials and group sizes including several in the course of a particular curriculum:

1. Independent study
2. One-to-one (teacher-pupil)
3. One-to-one (pupil-pupil)
4. Small group (3-11 students)
5. Medium group (12-19 students)
6. Class-sized group (20-30 students)
7. Large group (more than 30 students)

38. Students are assessed for attainment of objectives.

39. Students are regrouped (at least every 4-6 weeks) based on needs and attainment of objectives.

40. All teachers teach in the IGE subject matter area and use a variety of group sizes and techniques.

41. Evaluation is carried out concerning:

1. Effectiveness of the instructional and assessment materials and techniques.
2. Percentage of students attaining specific objectives (cognitive, affective psychomotor)
3. Progress toward the broad educational objectives (cognitive, affective, psychomotor)

Organizational Operations

42. The SPC meets regularly.

    1. Meetings are scheduled by the superintendent or his designee at least one per semester.
    2. An agenda is prepared and distributed to those invited to attend and all central office personnel in advance of the meeting.
    3. Minutes are kept and distributed to those who attended to central office personnel, and to multiunit principals and unit leaders not in attendance.

43. The SPC develops guidelines for recruiting and allocating staff to differentiated roles in IGE/MUS-E schools.

44. The SPC develops guidelines to assure adequate material, equipment, and space for implementation of IGE in IGE/MUS-E schools.

45. The SPC develops guidelines to assure the flexibility in systemwide policies and procedures, such as systemwide testing programs, for successful operation of IGE in the multiunit schools.

46. The SPC coordinates communication among IGE/MUS-E schools and between IGE/MUS-E schools and other schools.

47. The IIC meets for at least one-half day prior to the opening of school in the fall.

48. The IIC meets regularly.

    1. The IIC meets at least one hour per week, this time falling in a single block.

49. Minutes of the IIC meetings are distributed to the building staff, central office liaison persons, and others who attend the meetings.

50. The IIC Plans for and coordinates:

    1. Use of space (e.g., gym, all-purpose room, small group rooms) among units.
    2. Communication among units
    3. Use of instructional materials (e.g., books, audio-visual equipment)
    4. Use of IMC (and/or library)space and materials
    5. Use of assessment devices
    6. Research among the units

51. The IIC develops guidelines for, monitors, and periodically evaluates:

    1. Utilization and scheduling of outside consultants and special staff teachers.
    2. Appropriate roles for aides (instructional and/or clerical)
    3. Student orientation to the IGE/MUS-E plan
    4. Student behavior

52. The "brainstorming" or "problem-solving" technique is used at IIC meetings at least once per month.

53. Unit meetings are regularly shceduled

    1. Unit planning time amounts to at least two hours per week with one hour in a single block.
    2. Unit meetings are held during the regular working day.

54. Unit meetings of special kinds are held, for example:

    1. Goal setting (at least once each semester)
    2. Design (at least once each quarter)
    3. Grouping and scheduling (at least once every two weeks)
    4. Situational (at least once per week)
    5. Evaluation of instructional units and programs and of unit operations (at least once per quarter)

55. The unit assesses its staff concerning each individual's expertise in:

    1. Subject matter (at least once per year)
    2. Instructing various sizes and kinds of groups (at least once per year)

56. A flexible (daily, weekly) schedule for the staff is developed to accomodate the IGE curriculum area(s).

    1. Released time from instruction of at least five hours per week for the unit leader (to plan, manage, study, conduct research) is included in the flexible schedule.
    2. Released time for teachers of at least one hour per week (to plan, study, conduct research) is included in the flexible schedule.
    3. The flexible schedule is evaluated periodically (at least each quarter).

57. Aides (instructional and clerical) are assigned tasks according to broad guidelines established by the IIC and specific guidelines established by the unit. Lines of direct supervision are clear.

58. Each teacher is assigned to develop a speciality (e.g., in a curriculum area, or in a pedagogical technique) so he can act as a resource person in a given situation.

59. Each pupil in the unit is identified with a teacher who monitors his progress during the year and takes initiative as required in the IGE subject matter area(s).

Staff Development (In-service Education)

60. The SPC makes provisions through the Board of Education for new and continuing IGE/MUS-E schools to devote at least three days exclusively to staff development for the entire staff of each building prior to the opening of school each year.

61. The SPC makes plans or at least three in-service sessions for the entire building staff (2-3 hours each) to be held in the semester immediately precedding implementation of the IGE/MUS-E concept.

62. The SPC plans for the in-service education of new staff that join IGE/MUS-E schools after their first year of operation.

63. Members of the SPC take responsibility for their own education about IGE and the MUS-E.

64. The IIC formulates and implements the in-service education program. This encompasses:

    1. Planning for the use of the allocated in-service time, including time for the entire building staff to view films and filmstrips and to study printed materials before or during the first semester of implementation.[6]
    2. Planning for the review of selected audio-visual and printed in-service materials as the need arises during the first year of implementation.
    3. Providing for the education of professional personnel who join the staff in the initial year after the in-service sessions.
    4. Providing for the education of professional personnel who join the staff at the beginning of each subsequent school year.

65. The IIC evaluates the in-service program after each major event.

66. The IIC plans to in-service programs for the coming year.

67. The IIC evaluates the inter-student teacher program.

68. The IIC makes recommendations for the inter-student teacher program for the coming year, including plans for orientation and for assignment to cooperating staff.

69. All unit staff members participate in the school's staff development program as implemented by the IIC.

70. Unit staff members participate in the evaluation of the school's staff development plan.

71. Unit staff members participate in the evlauation of the intern-student teacher program.

72. The unit meets together for at least three days prior to the opening of school. During these meetings:

    1. Long-range plans for the entire year are made in design and goal-setting meetings. (for example, social studies units are blocked out for the year).
    2. Reporting student progress to parents in a manner that reflects the IGE/MUS-E plan.

73. The IIC develops and implements plans for:

    1. Interpreting the IGE/MUS-E concept to parents and residents in the school attendance area.
    2. Utilization of colunteer community personnel (e.g., parents, other adults, high school and college students, people with special expertise) in the instructional program and other school activities.

74. The IIC monitors and evaluates its home-school-community relations programs.

75. The unit adapts the IIC home-school-community relations plans to its situation (considering age, and expectations of children) and implements them by:

    1. Identifying each child with a staff member for purposes of home-school relations including conferences and home visits, as well as, day-to-day guidance of the child and monitoring of his performance.

FOOTNOTES

1. An implementation agency is one designated officially by the Wisconsin R & D Center to help each local school implement IGE. Examples of implementation agencies are the educational agency of the state, a teacher education institution, and a large school district. Most often the Center designates a state educational department to be the implementation agency; however, a teacher education institution may also cooperate informally in connection with the teaching intern and the student teacher program.

2. It is the responsibility of the instructional improvement committee to make specific plans.

3. This committee is formed when two or more buildings in the system plan to implement the program; unitl that time responsibility is vested in the coordinator.

4. The unit leader should be identified during the semester prior to starting the implementation, and identification of the remaining staff should be completed at least one month prior to starting implementation.

5. In large schools of 700-1,500 enrollment, units are sometimes formed that include children of only one grade level but of a fairly wide age range, such as three years. Other large schools form several units that cross the grade level, e.g., two intermediate units that both have children in their fifth, sixth, and seventh years of school.

6. Refers to in-service materials provided by /I/D/E/A/ and/or the Wisconsin Research and Development Center for Cognitive Learning. The R&D Center is also developing in-service materials and programs for individually guided motivation and individually guided reading.